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ABSTRACT

This updated annotated bibliography presents articles about portfolio assessment uses collected and reviewed by the Northwest Regional Educational Laboratory (NREL) Test Center to date. Documents have been obtained from a number of sources, including consortium efforts by the Northwest Evaluation Association and the Alaska State Department of Education. This reorganized and updated version has two sections. The first covers all articles reviewed between December 1989 and July 1991, in alphabetical order by primary author. The second section contains articles reviewed after July 1991, also listed by primary author. The second section will be updated two or three times a year and all new articles will be added to the main bibliography once a year. Articles cover diverse subjects, including both student and staff portfolios, and theoretical and practical approaches to portfolio use. A set of descriptors has been developed, and an index using the descriptors is provided. In Alaska, Idaho, Montana, Oregon, and Washington these articles can be obtained on three-week loan from the NREL Test Center; users in other states must contact the author of the article. Part 1 of this document lists the primary author(s), title, source, shelf number, and brief summary of 94 articles. Part 2 lists the primary author(s), title, source, shelf number, and brief summary of 25 articles. A six-page index for Part 1 is included. (SLD)

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Portfolio Resources

November 1991

Introduction

Few topics in education have generated the intensity of interest as portfolios. In an effort to assist the many educators that are experimenting with this concept, the Test Center at Northwest Regional Educational Laboratory (NWREL) is valiantly attempting to keep up with the avalanche of articles and papers being produced on this topic.

The following annotated bibliography represents articles collected and reviewed by Test Center staff to date. They were obtained from a number of sources including consortium efforts by the Northwest Evaluation Association (Allan Olson, 503-624-1951) and the Alaska Department of Education (Bob Silverman, 907-465-2865).

For those familiar with previous versions of the bibliography, this version has been reorganized and updated. There are now two sections to the bibliography. The first section now covers all articles obtained and reviewed between December 1989 and July 1991. Outdated versions of articles have been deleted. Articles are now in alphabetical order by primary author, and sources have been updated. The second section represents articles obtained and reviewed after July 1991. These are also in alphabetical order by primary author. The articles are sorted in this manner so that previous users will know which ones are new additions. In an attempt to keep confusion to a minimum, it is our intention to update the second section (containing new articles) two or three times a year, and then add all of the new ones to the main bibliography once a year.

The articles in this bibliography are diverse. For example, both student and professional staff portfolios, and both theoretical articles about portfolios and actual samples of portfolio systems are included; also included are articles that cover all grade levels, and many subject areas. In order to make articles easier for users to find, a set of descriptors was developed, each paper was analyzed using this set of descriptors, and an index using the descriptors is provided. For example, all articles describing mathematics portfolios are listed under the category "Subject Area" and the descriptor "Math." A complete listing of all descriptors used (with a brief definition of the descriptor) prefaces the index. Warning: Only articles in the first section of the bibliography are indexed in this manner. New articles will be indexed when they are added to the main bibliography at the end of each year.

In the States of Alaska, Idaho, Montana, Oregon and Washington these articles can be obtained on three-week loan from the Test Center. The shelf number for each item is listed at the end of the article; for example, TC#470.3ABCDEF. Please contact Judy Arter or Ann Davis, 503-275-9500. Unfortunately, our funding level cannot support circulation outside the five states listed above. Therefore, we request that users in other states contact the author of the article directly for additional information.

TM 017 717

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Part 1: Complete listing of articles catalogued between December 1989 and July 1991.

Anson, Chris, Robert Brown and Lillian Bridwell-Bowles. *Portfolio Assessment Across The Curriculum: Early Conflicts.* Located in: NOTES, 8, November 1988, National Testing Network in Writing, Instructional Resource Center, Office of Academic Affairs, The City University of New York, 535 E. 80th St., New York, NY 10021.

This article describes attempts at the University of Minnesota to implement plans that require students to submit a cross-disciplinary portfolio of writing for entrance, and then to add to this portfolio during the college years.

(TC#470.6NOTERT)

Arter, Judith A. and Pearl Paulson. *Composite Portfolio Work Group Summaries*, 1991. Available from: Northwest Regional Educational Laboratory, 101 S.W. Main, Suite 500, Portland, OR 97204, 503-275-9562. Also available from: Northwest Evaluation Association, 5 Centerpointe Dr., Suite 100, Lake Oswego, OR 97035, 503-624-1951.

These two documents summarize the discussions of a work group at two different NWEA portfolio retreats on the subject of composite portfolios. The work group defines a composite portfolio as "a purposeful collection of student work that tells the story of a group's efforts, progress, or achievement. This collection must include: criteria for selection; criteria for judging merit; and evidence of self-reflection." The documents describe the various forms that these composites could take, and some issues that might arise when developing composites.

(TC#150.6COMPOW)

Arter, Judith A. and Annie Calkins. *Pilot Composite Health Portfolio, Grades K-12*, 1991. Available from: Northwest Regional Educational Laboratory, 101 SW Main, Suite 500, Portland, OR 97204, 503-275-9562. Also available from: Juneau School District, 10014 Crazy Horse Dr., Juneau, AK 99801, 907-586-2303.

Juneau School District is experimenting with the use of a composite portfolio as a program evaluation tool--to document what is taught and what is learned. This paper is a summary of the project to date--the purpose for the composite portfolio, how the project got started, the content of the portfolio, suggestions for a presentation to the Board of Education, and evaluation issues to be aware of.

(TC# 940.6PILCOH)

Arter, Judith A., and Vicki Spandel. *Using Portfolios of Student Work in Instruction and Assessment*, 1991. Available from: Northwest Regional Educational Laboratory, 101 S.W. Main, Suite 500, Portland OR 97204, 503-275-9562.

This article is based on a review of all the papers in this bibliography. The authors review the rationale for using portfolios, presents a definition for portfolios, discusses purposes for portfolios and how this can affect their content, summarizes portfolio systems for various purposes,

provides examples of questions that can be used to stimulate student self-reflection, discusses composite portfolios, reviews development considerations, and discusses issues related to the use of portfolios as assessment tools.

(TC#150.6USIPOI)

Auty, Bill. *Full-Day Kindergarten First Year Results*, Spring 1990. Available from: Corvallis School District, 1555 S.W. 35th St., Corvallis, Oregon 97333, 503-757-5855.

This paper reports the results of a study of a full-day kindergarten program for at-risk students. One part of this report contains representative samples of student writing from the beginning and end of the school year. Thus, the numerical information in the report is illustrated by actual student work, so this could be considered an example of a "composite" portfolio.

(TC#070.6FULDAK)

Bird, Tom. *Notes On An Exploration Of Portfolio Procedures For Evaluating High School Biology Teachers*, 1989. Available from: Teacher Assessment Project, Stanford University, School of Education, CERAS 507, Stanford, California 94395, 415-725-1228.

This article describes the work on portfolios done in the biology component of the Teacher Assessment Project through March, 1989. The preliminary content outlined for the portfolio includes seven "entries": a self-description of previous teaching background and current teaching environment; a unit plan; a log of student evaluation procedures; a description of a lesson in which a textbook is substantially supplemented or replaced with other materials; a videotape of a laboratory lesson; a log of professional interactions; and a log of community interactions. Candidates are given some choice as to which of these to include.

The article describes these "entries" in some detail, and adds information about considerations in developing them.

(TC#130.4NOTONA)

Bird, Tom. *The Schoolteacher's Portfolio: An Essay on Possibilities*, 1988. Available from: Teacher Assessment Project, Stanford University, School of Education, CERAS 507, Stanford, California 94395, 415-725-1228.

Similar to the previous entry, this paper explores issues and considerations surrounding teacher portfolios: problems associated with borrowing the notion of "portfolio" from other fields, purposes that a teacher's portfolio might serve, local arrangements in which portfolios might be constructed, and how portfolios might be fitted to the work of teaching.

(TC#130.6SCHTPO)

Brewer, Ross. *Vermont Mathematics Portfolios*, 1990. Available from: Vermont State Department of Education, 120 State Street, Montpelier, VT 05602, 802-828-3135.

This document describes the mathematics portfolio pilot currently being conducted by the state of Vermont in grades 4 and 8. Students were to assemble portfolios with a wide variety of samples. (The document provides some assistance with the types of entries to include.) Then, students and teachers select five "best pieces" that represent their best efforts in math. Criteria for

evaluating "best pieces" entries include three general areas: Task Performance (understands the problem, chooses strategies, carries out procedures, and verifies results); Communication (expresses thinking, expresses self-reflection, uses appropriate mathematical language/notation); and Mathematical Empowerment (motivation, curiosity, perserverance, risk taking, flexibility and self confidence).

A sample of portfolios are examined for evidence of student growth, emphasis on concept development, development of group problem solving skills, integration of mathematics into other curriculum areas, application of math to real-world experiences, and making math connections.

See Vermont's Assessment Program (TC#000.6VERASP) for a related document that provides additional information that the Vermont State Department of Education sends out in response to inquiries (newspaper clippings, rationale statement, questions/answers).

(TC#500.3VERMAP)

Brewer, Ross. *Vermont's Assessment Program*, 1991. Available from: Director of Planning and Policy, Vermont Department of Education, 120 State Street, Montpelier, VT 05602, 802-828-3135.

This document contains information that Vermont sends out when answering inquiries about its porfolio project, that are in addition to the description of the portfolio system itself (see 470.3VERWRA2 and 500.3VERMAP). Included are an overview, several newspaper articles, a rationale statement, and questions/answers.

(TC#000.6VERASP)

Brewer, Ross. *Vermont Writing Assessment: The Pilot Year*, Fall 1990. Available from: Vermont State Department of Education, 120 State Street, Montpelier, Vermont 05602, 802-828-3135.

The Vermont pilot will include grade 4 and 8 students. Each student is to:

1. Keep a writing portfolio. Suggested minimum content of the writing portfolio include: a table of contents; a dated "best piece"; a dated letter explaining the choice of the best piece and the process of its composition; a dated poem, short story, play or a personal narrative; a dated personal response to a cultural, media or sports exhibit or event, or to a book, current issue, math problem or scientific phenomenon; dated prose from a subject area other than "language arts." A sample of portfolios will be reviewed by a visiting review team using a fixed set of criteria. These criteria are included in the document.

2. Select a "best piece and write a letter about that piece." The piece can come from any class. A teacher can help a student select this piece. The best piece will be assessed using a set of four provided criteria.

3. Write to a uniform writing prompt.

An extensive bibliography on writing instruction is included. See *Vermont's Assessment Program* (TC#000.6VERASP) for additional information sent by the Vermont Department of Education in response to inquiries (newspaper clippings, rationale statement, questions/answers).

(TC#470.3VERWRA2)

Buell, Nancy. *An Overview of Six Portfolio Assessment Projects in the State of Alaska (or "At First They Thought It Was An Animal They Were Going To Feed")*, 1991. Available from: The Alaska State Department of Education, P. O. Box F, Juneau, AK 99811-0500, 907-465-2806.

The state of Alaska has encouraged innovative assessment projects in its districts for a number of years. Over the past three years it has assisted a number of school districts whose interests were in the areas of portfolios. The state has convened conferences and sharing sessions, given out grants for projects, and offered moral support through recognition letters and presentations at conferences. This report was commissioned by the state of Alaska to report on the work of six districts that received portfolio development grant money from the state.

The projects discussed are Juneau Borough School District's Grade 1 Integrated Language Arts Portfolio System (TC#400.3JUNINL2), Southwest Region School District's Competency-Based Portfolio System (TC#010.3SOURES), Fairbanks North Star Borough School District's Integrated Language Arts Portfolio for grades 1-2 (TC#070.3INTLAA) and Writing Portfolio for grades 9 and 11 (TC#470.3LHSWRP), Lower Yukon School District's Grade K Portfolio (TC#070.3PRIPEA), Aleutians East borough School District's grade K-7 Writing Portfolio and Anchorage School District's Writing Portfolio.

The author interviewed the project coordinators and at least one teacher from each site. Complete transcripts of the interviews are included. The author notes the following:

1. The major reason cited by all the districts for developing portfolios for assessment and instruction is that standardized, norm-referenced tests do not measure the important aspects of student performance in the areas of writing, reading, spelling, speaking and listening.

2. Other reasons included the desire to have students become partners in their learning, and better communication with parents.

3. Parental reactions have been very positive.

4. Most projects have tried or are considering having student self-selection of work, and self-reflection on work.

5. One of the biggest advantages in setting up a portfolio system is that teachers have the opportunity to discuss at length the targets they have for students.

6. Teachers felt most comfortable with the systems that had specific criteria for selecting items for the portfolio and for evaluating the content.

7. Teachers felt increasing control over the processes of learning.

Emerging issues included:

1. There was some concern that sharing such information with students that were not doing well would harm self-esteem. However, teachers that tried it felt that students liked the system because even slow students could see progress.

2. How much should the portfolio be standardized? All content? Categories of content? How does standardization fit in with use for large-scale assessment? How does use for large-scale assessment affect its use in the classroom?

3. Teachers found that putting together the portfolios took a lot of time. This might, however, just be part of the process of change.

4. Who owns the portfolio?

5. How do we go about doing this in other subject areas?

(TC#150.6OVEOFS)

Burnham, Chris. *Portfolio Evaluation: Room to Breathe and Grow.* Located in: C. Bridges (Ed.), Training the Teacher, Urbana, IL: NCTE, 1111 Kenyon Road, Urbana, IL 61801, 1986.

This paper describes a procedure for using portfolios to assess students in college composition classes. (It could also be adapted to high school.) The procedure encourages student self-evaluation--students choose samples of their own work to place in their portfolio. Although all papers are critiqued, not all are graded. It also discusses how grading can be incorporated into the scheme (for example, students provide justification for a grade they request) and how to handle students that cannot function without papers being graded.

(TC#470.3POREVR)

Buxton, Amity. *Children's Journals: Further Dimensions of Assessing Language Development.* Available from: NCTE, 1111 Kenyon Road, Urbana, IL 61801, 1982. Also available from ERIC: ED 271-792

This rating form is described by the author as an aid in the description of writing more than an aid in the evaluation of writing. Writings and drawings are described in terms of what is expressed (themes, organization and range of vocabulary); the voice of the writer (stance, style, communication of individuality); and form (language use and mechanics). The rating form is included.

(TC#400.3DIMFOL)

Calkins, Annie. *Juneau Integrated Language Arts Portfolio for Grade 1*, 1991. Available from: Juneau Borough School District, 10014 Crazy Horse Drive, Juneau, AK 99801, 907-789-6356.

This entry describes Juneau's language arts portfolio for grades 1 and 2. Included are the following:

- The multi-year timeline for the project.
- An introduction, including rationale.
- The portfolio content checklist of what to include and when to include it. Each portfolio must include: a student statement (written or oral) explaining why certain pieces were selected for the portfolio and how he or she feels about him or herself as a reader and writer; four self-selected reading samples (one per quarter) assessed using a reading developmental continuum; two reading attitude surveys assessed using a reading attitude continuum; two writing samples (first and fourth quarters) assessed using a writing developmental continuum; and a speaking/listening checklist.

Teachers are encouraged to include anecdotal observations, oral language cassettes, developmental spelling, reading logs, and drawings/illustrations.

- A portfolio definition.
- Samples of all continuums, checklists, and rating forms.
- A survey of parental attitudes toward the portfolio project.
- A letter to parents explaining the portfolio system.
- A complete set of instructions for administering a structured grade 1 writing assessment.
- A set of papers from first graders describing what they learned this year in school.

Some interesting features of these documents include:

1. All rating scales emphasize analyzing the developmental stage of the student as a way of noting progress.
2. The reading attitude interview is now a guided oral interview. It started out as a survey in which students circled the dog which most expressed their attitude (e.g., happy or sad). However, students misinterpreted this scale.
3. Teachers liked the developmental continuums better than checklists to note student progress. However, they found the checklists (which included information about the context under which work was produced) useful for parent conferences.
4. There are some concerns about the writing developmental continuum rating scale as it now stands. The teachers felt it did not capture illustrations very well. This will be reconsidered next year.
5. The reading and writing checklists included space for information about the context or circumstances under which the student work was produced. This is important for understanding the significance of the piece. However, teachers had trouble using it.
6. The speaking/listening checklist will either be expanded or replaced with a developmental continuum. They will try to add a spelling developmental continuum.
7. It is possible to have grade 1 students reflect on their own work, although this has been a controversial issue in the project.
8. The school board has shown its support of the project by supplying computers to all teachers to help record keeping, giving teachers release time to work on this project, and dropping all standardized testing in grades K-2.

See *Overview of Six Portfolio Assessment Projects in the State of Alaska* **(TC#150.6OVEOFS)** for an interview with the project coordinators and one teacher that was involved with the project.

(TC#400.3JUNINL2)

Camp, Roberta. *Thinking Together About Portfolios.* Located in: The Quarterly of the National Writing Project, Spring 1990, pp. 8-14, 27. Also available from: The Center For The Study of Writing, 5513 Tolman Hall, School of Education University of California, Berkeley, CA 94720, 415-643-7022.

The author discusses a collaborative effort in Pittsburgh to discover effective portfolio systems. The author first traces recent advances in research and practice that have lead to the search for innovative assessment practices. Then she discusses some of the results of the collaborative effort, including:

1. An emerging "definition" of a portfolio which includes: multiple samples of classroom writing, collected over a period of time; evidence of the processes and strategies that students use in creating at least some of those pieces of writing; and evidence of the extent to which students are aware of the processes and strategies they use and of their development as writers.

2. Identification of characteristics that help create a classroom climate conducive to portfolios: student choice in their own work, reduced emphasis on "right answers," and encouraging discovery and risk taking; creating a long-term view of classroom work; student self-reflection; and students becoming more active learners by developing their own internal criteria for writing.

3. A portfolio system developed by a process that models the collaboration in learning that is desired in the classroom: teachers develop their ideas together through self-reflection.

The author hopes that continuing conversations between teachers will lead to more consistent portfolios across classrooms as teachers develop a shared view of writing instruction; and will lead to more ideas on how to get students to choose pieces of work that do not in themselves show students to best advantage, but rather show how students have struggled with writing and learned from their struggles.

(TC#470.6THITOA)

Collins, Angelo. *Portfolios for Assessing Student Learning in Science: A New Name for a Familiar Idea?* Located in: Champagne, Lovitts and Calinger (Eds.), Assessment In The Service of Instruction, American Association for the Advancement of Science, 1333 H Street NW, Washington, D.C. 20005, 1990, pp. 157-166.

This paper presents the rationale for using portfolios in science, defines and provides the characteristics of such portfolios, and discusses what should go in them. For this author, portfolios differ due to three factors--purpose, context, and design.

Purpose affects content, and so must be decided on first. Purpose includes what you want to show with the portfolio--mastery of content? understanding and use of the processes by which this knowledge is constructed? student attitudes toward science? student comfort with ambiguity and acceptance of the tentative nature of science? Purpose also includes how the portfolio will be used--student self reflection? accountability? instruction?

Context includes such things as the age of the students and student interests and needs.

Design covers such considerations as what will count as evidence, how much evidence is needed, how the evidence will be organized, who will decide what evidence to include, and evaluation criteria.

This article is mostly a discussion of considerations when designing a portfolio system in science, but includes some examples.

(TC#600.6PORFOA)

Community Experiences For Career Education, Inc., $(CE)_2$. *Record of Student Performance*, undated. Available from: Tigard High School, 9000 Durham Road, Tigard, OR 97223, 503-684-2108.

Community Experiences For Career Education, $(CE)_2$, is an alternative high school program which offers students aged 16 through 18 a comprehensive secondary school experience through involvement on community and commercial sites. Students pursue a full-day learning program designed to meet their individual academic and career development needs. Students do not attend standardized courses, nor do they receive grades or time-bound credits. Successful completion of the program qualifies the student for a standard high school diploma.

Student accomplishments are documented using a portfolio with certain specified elements. This portfolio is used for job application or educational placement. Content includes:

1. "Certification of Student Performance." This is a form that summarizes the projects, competencies, explorations, work experience, and basic skills completed by the student each year. Staff comments are included.

2. More detail on accomplishments. This information is summarized on a series of forms covering basic skills, life skills, citizenship competencies, career development, and skills development. The forms are completed by various individuals including project staff, employers, and community workers.

   Information might include the dates that various projects were completed (e.g., "legislature project, 4/18/74"); competencies that were demonstrated (e.g., "maintain a checking account, 9/25/73"); time spent exploring job options (e.g., "city maintenance dept., 9/13/74"); and test scores.

3. "School Placement Information." This is a form which translates the previous projects into more traditional subject area equivalent grades.

4. Student comments.

5. Letters of recommendation and transcripts from other places.

Most of the information is descriptive of the tasks or projects completed by the student. Although judgments of quality of student efforts are implied, there are no specified criteria for these judgments.

(TC#220.3RECOFS)

Cooper, Winfield, and Jan Davies, (Eds). *Portfolio Assessment Clearinghouse Newsletter,* 1990 to present. Available from: San Dieguito Union High School District, 710 Encinitas Blvd., Encinitas, CA 92024, 619-753-6491.

The Portfolio Assessment Clearinghouse publishes the *Portfolio News* quarterly. Articles include descriptions of portfolio projects, statements concerning how and why portfolios could or should be used, reviews of literature, etc.

Copies of the newsletter are included.

(TC#000.6SANDIP)

Cowan, Janelle. *Southwest Region Schools Teacher and Substitute Teacher Portfolios*, 1989. Available from: Southwest Region Schools, Box 90, Dillingham, AK 99576, 907-842-5287.

There are two professional portfolios in this packet. The first is the *Teacher Portfolio For The Improvement of Instruction*. The teacher portfolio contains several different types of information:

a. A narrative written by the teacher that describes a personal plan for classroom activities that will support the mastery of school adopted objectives for the year. This narrative is updated during the school year by adding progress reports, changes in goals, activities that relate to the goals, etc.

b. Checklists completed by the site administrator at least four times a year that cover lesson plans, room organization, student participation, instruction, classroom control and recording of student progress.

c. Four videotaped lesson presentations that are rated on various aspects of the clinical teaching model: reinforcement, anticipatory set, closure, modeling, motivation, active participation and retention activities.

The second document is the *Substitute Teacher Handbook and Inservice Guide* used to select qualified substitute teachers. Substitute teacher applicants must first submit a persuasive letter that is rated on neatness, staying on the subject, imagination, sentences, mechanics, and ideas. They also have to submit a vita. The remainder is a training manual on roles, responsibilities, class management, fire drills and requirements for submitting lesson plans. There is a substitute teacher self-quiz.

Copies of all rating forms and checklists for both documents are included.

(TC#130.4SOURES)

Cowan, Janelle. *Southwest Region School District Educators' Guide to Competency-Based Education*, 1990. Available from: Southwest Region Schools, Box 90, Dillingham, AK 99576, 907-842-5287.

Southwest Region School District is on Alaska's west coast. It serves 540 students in 9 villages that span 22,000 square miles.

This document has two parts. The first part is a description of, and rationale for, the district's competency-based instruction and assessment system. The second part contains samples of the district's language arts and math portfolios for grades K-4, and 5-8.

The portfolios are based on a mastery learning model. Each grade level has a set of basic competencies to be mastered which are the building blocks for the next grade. There is a specification for how each competency should be assessed. Methods include district-developed multiple-choice tests, samples of student work, or teacher observation. The portfolios are used to collect the information that is generated using this system.

The goals of the system are to improve communication with parents about student progress, give students more of a chance to see their own progress, integrate assessment with instruction, and pass better information along to the next teacher.

The district will be pilot-testing this system this year and next. For an interview with some of those involved in the project see *Overview of Six Portfolio Assessment Projects in the State of Alaska* (TC#150.6OVEOFS). The district also requires professional portfolios for teachers & substitute teachers (TC#130.4SOURES), and administrators.

(TC#010.3EDUGUT)

Craig, B.J., Kathy Alton, Tim Buckley, and Chuck Prejean. *Lathrop High School Writing Portfolio*, 1990. Available from: Lathrop High School, 901 Airport Way, Fairbanks, AK 99701, 907-456-7794.

This is an experimental project that included grade 9 students in a basic composition class, and grade 11 students in an advanced composition class. Student purposes for the portfolio included being responsible to different audiences, and having responsibility for assessing and collecting their own work, meeting deadlines, and making a good presentation of themselves. Purposes for teachers included program assessment and examination of student progress.

This document includes the outline given to students about what is required for the portfolio, one complete student portfolio with ratings, and a survey given to students asking their opinion of the portfolio process.

Students must choose three pieces of writing for their portfolio--one personal opinion of a piece of literature (with all drafts included), one creative work, and one piece of the author's choice. They must also write a cover letter that explains why each was chosen, and analyzes strengths and weaknesses.

The portfolio content is rated by a team of English teachers using a six-trait analytical scale, and assigned a pass/fail grade. All pieces must be included for a passing grade. The students turn in the portfolio for a preliminary grade in November and a final grade in December. This assignment constitutes only part of the students' final grade in the class.

For an interview with some of those involved in the project see Overview of Six Portfolio Assessment Projects in the State of Alaska (TC#150.6OVEOFS).

(TC#470.3LHSWRP)

Curran, Paul *The Portfolio Approach To Assessing Student Writing: An Interim Report.* Located in: Composition Chronicle, March 1989, pp. 6-7. Also available from: State University of New York at Brockport.

This article describes a portfolio model used to assess college student writing competence. It was patterned after that used at SUNY-Stony Brook (TC#470.3STAUNO). Students submit four essays--three after revision and one extemporaneous. All essays are part of class work and are reviewed by the instructor before submission. Each essay has a cover sheet describing the writer's purpose, audience, sources and consultants. External readers assign a pass or fail to the portfolio as a whole. A dry run occurs at midterm to let students know how they are doing and to familiarize them with the process. The article also discusses issues, concerns and solutions. The document is descriptive and does not include actual student work or rating forms.

(TC#470.3PORAPT)

Donaldson, Peter. *Critique: Teaching Students How To Evaluate*, 1991. Available from: Islander Middle School, Mercer Island School District, 4160 86th Ave. S.E., Mercer Island, WA 98040, 206-236-3400.

This middle-school teacher has turned all grading in his art classes over to his students. He has them develop their own criteria for both judging/critiquing the artwork itself and for judging the critique of the artwork. The document we have includes the teacher's rationale for this approach, the goals he has for students, a sample rating form used by students to critique each other's artwork, a sample rating form used by student to critique each other's critiques, a form for self-critique, and a philosophy statement from ARTS PROPEL.

Criteria for critique include accurately observed proportions, craftsmanship, composition, detail, accurate illusion of depth, and accurately observed shading. Criteria for the critique of the critique include thoroughness, specificity, and good organization. (In a private communication the teacher also noted these things for a critique of critique: thoroughness, accuracy, synthesis of ideas, details supporting points, and analysis of the work. For a self-critique he would also add self-revelation.)

(TC#810.3CRITES)

Elbow, Peter and Pat Belanoff. *State University of New York, Stony Brook Portfolio Based Evaluation Program.* Located in: <u>New Methods in College Writing Programs,</u> Connelly & Vilard (Eds.), NY: MLA, 1986, pp. 95-104.

These two articles describe the use of writing portfolios to assess student competence at the SUNY-Stony Brook campus. Each student submits three self-selected, revised pieces and one in-class writing sample. The self-selected pieces include: (a) one narrative, descriptive, expressive or informal essay; (b) one academic essay; and (c) one analysis of another's essay. Each piece is accompanied by an explanation of what was to be accomplished by the piece, and a description of the process of writing the piece. All pieces are judged by teaching staff, but not the students' own teachers, as being pass or fail. A passing grade on the portfolio is a necessary but not sufficient condition to satisfy the writing requirement at the college. A dry run occurs at mid-semester so that students can see how they are doing. The documents also discuss the advantages and disadvantages of the process as well as what worked and didn't work. The document is descriptive and does not include actual student work or rating forms.

(TC#470.3STAUNO)

Elliott, Nikki, and Carol Harriman. *Feasibility Study of the Use of Portfolios For Placement in English 001, 101, or 102 at the University of Nevada, Reno*, 1990. Available from: Nevada State Department of Education, Capitol Complex, Carson City, NV 89710, 702-687-3913.

This set of documents reports on a pilot study to determine the feasibility of using high school writing portfolios to make student placement in college English classes faster, easier and better than use of ACT or SAT scores.

The portfolios were compiled by students as an outgrowth of their regular classroom instruction in three college-bound English classrooms at the Washoe County School District (58 students in all). Students could choose what went into their portfolios, but items had to be of the following types: best piece, a previously graded piece that had been further revised, and a third piece written specifically for this portfolio (a journal entry taken through the process to a final draft). The students also had to write a metacognitive letter to the readers that included a discussion of oneself as a writer and a justification of the inclusion of each piece of writing.

Three university instructors read the portfolios (each portfolio read twice) and rated them holistically on a scale of 1 to 5. Anchor portfolios for each of the five scale points were developed as part of this process and are included in this document. Placement results were compared between readers and traditional test scores. Test scores misplaced students 1/4 of the time.

(TC#470.3FEASTO)

EQUALS Project. *Assessment Alternatives in Mathematics,* 1989. Available from: Lawrence Hall of Science, University of California, Berkeley, CA 94720.

This document provides an overview of some possible methods in mathematics that assess both process and products. Specific examples are provided for writing in mathematics, mathematical investigations, open-ended questions, performance assessment, observations, interviews, and student self-assessment. Any of the student generated material could be self-selected for a portfolio of work. The paper also includes a discussion of assessment issues and a list of probing questions teachers can use during instruction.

(TC#500.6ASSALI)

Eresh, JoAnne T. *Portfolio Assessment As A Means of Self-Directed Learning,* 1990. Paper presented at annual conference of the American Educational Research Association. Available from: Pittsburgh Public Schools, Curriculum Office, 3415 Bellefield, Pittsburgh, PA 15213.

This paper describes the writing portfolio project in the Pittsburgh Public Schools. The content is very similar to that in the three papers presented above. The author's basic premise is that because of recent changes in our view of what education is and what writing is, the task of writing teachers becomes that of helping to support the self-learner, the learner whose responsibility is ultimately his own for making meaning. The Pittsburgh project addressed both how to support such goals and how to assess them. The intent of their portfolio project is to support the self-discovery of the student as a writer.

Although much of the paper describes the same process as the above three papers, there is some additional detail. Specifically:

1. How the portfolio process is introduced to the students at the beginning of the school year.

2. Additional examples of self-reflection questions.

3. Additional information about the final portfolio.

(TC#470.6PORASA)

Flood, James and Diane Lapp. *Reporting Reading Progress: A Comparison Portfolio For Parents.* Located in: Reading Teacher, March 1989, pp. 508-514.

The authors describe the content of a reading portfolio designed to show student progress to parents. They suggest the portfolio contain test scores (norm-referenced and criterion-referenced), informal assessments (IRIs), samples of student writing at the beginning and end of

the school year, student self-evaluations, and samples of the material students can read at the beginning and end of the school year. The article includes three-questions for students, to promote self-analysis of reading processes, but does not include sample checklists or IRI's.

(TC#400.3REPREP)

Frazier, Darlene M. *Composite Portfolio in Special Education*, 1991. Available from: Leon Paulson, Multnomah ESD, 611 NE Ainsworth Circle, Portland, OR 97220, 503-257-1774.

This composite portfolio was assembled by a classroom teacher as part of a class in portfolios conducted by Multnomah ESD. The plan for the portfolio uses the Cognitive Model for Assessing Portfolios (TC#150.6HOWDOP and 150.6MAKOFA). This model requires that the teacher decide ahead of time the rationale for assembling the portfolio, what the portfolio is intended to show, the criteria by which performance will be analyzed, and the stakeholders and audiences. The model further requires that the results be analyzed with the context for their production in mind, and that there is student self-reflection on the portfolio entries.

In this case, the teacher wanted to show growth in writing as measured by the six-trait analytical model used in Oregon and elsewhere, and to improve students' self-analysis using this model. The students self-selected a piece of writing for the portfolio at monthly intervals. This selection included both the rough and final drafts, and the student's own ratings of his or her work. Samples of student self-analysis of their writing were also included.

The teacher used these student work samples to analyze student progress, and wrote a metacognitive letter stating what she learned about student writing and the evidence from the samples to support these conclusions.

The article includes both the self-selected samples of student work, and the criteria used to analyze the work.

(TC#470.3COMPOI)

Gardner, Howard and Thomas Hatch. *Multiple-Intelligences Go To School.* Located in: Educational Researcher, 18, 1989, pp. 4-10.

This article describes Gardner's theory of multiple intelligences and three programs that are built on the idea of multiple intelligences (Arts PROPEL, Key School, and Project Spectrum). The authors propose that assessment of students in programs built on the theory of multiple-intelligences require the use of portfolios. The programs described use portfolios for assessing student progress and program evaluation. The article also includes a description of the Modified Field Inventory to determine the intelligences preferred and used by students.

(TC#050.6MULING)

Hancock, Jane. *But...What About Grades?* Located in: Portfolio News, 2,(2) 1991, p. 3. Also available from: Portfolio Assessment Clearinghouse, San Dieguito Union High School District, 710 Encinitas Boulevard, Encinitas, CA 92024; and Jane Hancock, Toll Junior High School, Glendale Unified School District, 700 Glenwood Road, Glendale, CA 91202.

This is another article about how a ninth grade teacher uses portfolios to assign grades. Basically, no grades are assigned until the end of the term, and then students select the papers

that will form the basis of their grades. However, there is extensive student/teacher interaction on all papers throughout the term.

(TC#150.6BUTWHA)

Hays, Richard. *An Individualized Management Strategy for Secondary Reading Teachers*, 1987. Paper presented at the Annual Meeting of the Indiana State Council of the International Reading Association. Also available from: ERIC ED 285 140.

This paper discusses a management effectiveness strategy that can be employed by secondary classroom reading teachers to facilitate and improve learning by those students whose reading skill needs are severely deficient. The strategy includes assessment, folders, individualized programs, mini-group lessons and scoring.

The folder is student managed and includes: the available materials for the student to use to learn certain skills; a percentage chart so that students can compute their own percentage of accuracy on each lesson; a progress chart for each skill so that students can see their progress; an evaluation sheet that lists the requirements to be met by the student; and other material as needed. Students and teachers evaluate (score) the work and plot progress.

(TC#440.6ANINNM)

Howard, Kathryn. *Making the Writing Portfolio Real.* Located in: The Quarterly of the National Writing Project, 27, Spring 1990, pp. 4-7. Also available from: The Center For The Study of Writing, 5513 Tolman Hall, School of Education University of California, Berkeley, CA 94720, 415-643-7022.

The author was involved in developing a portfolio process with the goal of reflecting students' views of themselves as writers. The steps in this process included:

1. Establishing a climate in which students could freely express their feelings about their own writing and that of others. This entailed the oral sharing of writing, with question content, tone of voice and question phrasing initially modelled by the teacher. This developed not only an atmosphere of acceptance but also increasing depth in the analysis of each other's work.

2. Asking students for written self-reflections. Students were asked to address two issues: Discuss one thing that is done well in your writing. Discuss one thing that needs to be improved in your writing. Student responses were initially superficial, but gained depth with modelling and feedback.

3. Asking students to choose, from their work folders, the writing that was of most "importance" to them. Students answered the following questions:

    a. Why did you select this piece of work?

    b. What do you see as the special strengths of this work?

    c. What was particularly important to you during the process of writing this piece?

    d. What have you learned about writing from your work on this piece?

    e. If you could go on working on this piece, what would you do?

f. What particular skill or area of interest would you like to try out in future pieces of writing that stems from your work on this piece?

g. What kind of writing would you like to do in the future?

4. Having students choose both a satisfactory and an unsatisfactory piece of writing and analyzing the differences. A list of suggested questions is included.

5. Having students finalize their portfolios for the year by reconsidering previous choices.

This process resulted in increasing students' ownership of their work and relying on themselves and peers for assistance in improving their work.

(TC#470.6MAKTHW)

Hulsart, Richard. *Student Portfolio Process*, 1990. Available from: Colorado Department of Education, State Office Building, 201 E. Colfax Ave., Denver, CO 80203, 303-866-6685.

The Colorado Department of Education has developed a number of documents to assist school districts with alternative assessment devices. Student Portfolio Process outlines suggestions for developing two types of portfolios:

1. The Transition Skills Portfolio--A collection of documents verifying a young person's achievement of the skills essential for making a successful transition to further education or employment. The student must identify educational and career goals and then accumulate evidence that there has been progress towards these goals. Some suggestions for portfolio entries include: a career education development plan, a resume, a profile of the achievement of transition skills, samples of outstanding work, a schedule of the essential steps in applying for college or employment, a budget for college, completed applications, and a checklist of important interview skills.

2. The Performance Portfolio--A collection of student produced work that serves as evidence of the development of skills in various subject areas. Some ideas for what to include are: a summary of test results, profiles of the student's development of specific skills, written reports, drawings and photographs, a journal of experiences with an analysis of personal growth, participation in group activities, and a career development plan. These should be filed by date so that student growth can be illustrated.

This document illustrates again that the purpose of the portfolio will have a major influence on what is chosen to include in it. No evaluation criteria for the portfolios are included.

(TC#150.6STUPOP)

Johns, Jerry, and Peggy VanLeirsburg. *Portfolio Assessment: A Survey Among Professionals*, 1990. Available from: Northern Illinois University, Literacy Research Report No. 1, Reading Clinic, 119 Graham, DeKalb, IL 60115, 815-753-1416.

The authors surveyed 128 teachers concerning their knowledge about and views toward literacy portfolios. The survey has four sections--self-rating of knowledge of the portfolio concept; rating the importance of including various types of items in a literacy portfolio (such as "audio tapes" or "student self-evaluations"); amount of agreement with four statements of rationale for portfolios

(such as "authenticity" or "continuous and ongoing"); and rating the degree to which various practical problems (such as "managing content") were of concern.

Results showed that teachers feel they know very little about portfolios. Teachers, however, agree with the theoretical bases of portfolio assessment: authentic, continuous, multidimensional, and collaborative. Teachers also have a lot of practical concerns about implementing portfolios, and there is some disagreement about what should be kept in a literacy portfolio.

The survey does not include teacher knowledge about the possible technical limitations of using portfolios for assessment. Although the survey instrument is not included, it could be reconstructed from the various tables in the report.

(TC#130.4PORASA)

Jongsma, Kathleen. *Portfolio Assessment.* Located in: Reading Teacher, December 1989, pp. 264-265. Also available from: Northside Schools, 204 Prinz St., San Antonio, TX 78213.

This article contains brief statements from three different individuals about the importance and use of portfolios for providing a more complete picture of student progress and ability. Two statements describe integrated language arts portfolios containing a number of different types of indicators. The other describes the use of classroom work samples to supplement a timed writing assessment. The article is descriptive; no rating forms or student work is reproduced.

(TC#400.6PORASS)

Kilmer, Mary. *Portfolio Project at Kraxberger Middle School.* Located in: Portfolio Assessment Newsletter, 2 (2), December 1990. Also available from: Mary Kilmer, Kraxberger Middle School, 17777 Webster Road, Gladstone, OR 97207, 503-655-3636.

This article is a brief description of one teacher's experiences in assisting students to assemble their own integrated portfolios in grades 5-8. The portfolio can contain any work; all work is self-selected by the student. At the end of each quarter the portfolio is cleaned out, and final selections are made. The teacher assists the students to reflect on the reasons that the student has for selecting each piece that will remain. Questions include:

1. What makes this selection better than any other work you did this quarter?
2. What might you have done differently to improve this project?
3. Think back to all the steps and procedures involved in making this a project to be proud of....what would you offer, in words, as evidence that it was a valuable use of your time?
4. Anything else?

(TC#000.6PORPRA)

Kirkman, Joseph J. *Curriculum Alignment System Comprehensive Assessment System (CAS^2)*, 1990. Available from: School Research and Service Corporation, P.O. Box 4890, Laguna Beach, CA 92652, 714-497-7426.

This document is a set of handouts from a presentation by Susan Holmes at the California Educational Research Association meeting in Santa Barbara, November 1990. As such, it only outlines in a general way the CAS^2 project. CAS^2 is a consortium effort by a group of 30 districts in California to assemble portfolios as part of implementing whole language instruction. The current specifications for the portfolio call for various types of items to be collected at various times of the school year. Portfolio items include timed writing samples, various self-selected writing pieces, a reading list, and other integrated tasks (undefined in this document). A three-trait analytical scoring rubric for writing is included--rhetorical stance, coherence, conventions.

(TC#400.3CASCAS)

Knight, Janice Evans. *Coding Journal Entries.* Located in: Journal of Reading, 34, 1990, pp. 42-47.

This article describes a system for coding reading journal entries to promote student self-reflection and improve reading strategies and comprehension. The impetus for this system came from the author's observation that many reading journal entries were only superficial summaries of what was read. The author wanted to make journal entries more meaningful.

Each journal entry is coded by the student and/or teacher as to the level of thinking, metacognitive strategies, and confusion the entry indicates. Examples of these three sets of codes are:

1. Level of thinking. Examples of codes here are "R" which means "recall," and " ○ " which means inference, prediction, or cause and effect.

2. Metacognitive strategy. Examples are "S" which means "summarize," and "SQ" meaning "self-questioning."

3. Confusion. Examples are "0" meaning that the entry does not say anything significant, and "?" meaning that the entry indicates student confusion.

The power of this system is that the coding system is integrated with instruction so that students learn what good reading strategies are and then assess them in their own journal entries.

(TC#440.3CODJOE)

Koppert, Joyce. *Primary Performance Assessment Portfolio*, 1991. Available from: Lower Yukon School District, P.O. Box 32089, Mountain Village, AK 99632, 907-591-2411.

Lower Yukon School District serves 1,350 students in 11 villages spanning 19,302 square miles. The developmental portfolio developed by LYSD for kindergarten students covers reading, writing, math and spelling. A folder in each of these areas is prepared for each student. The folders provide information to the teacher on what to keep for each student and how to use the various checklists and rating forms. Quarterly, this information (plus samples of student work) is summarized into the Primary Performance Assessment Portfolio which is used to report progress to parents and, at the end of the school year, is passed on to the grade 1 teacher. It replaces all previous report cards and progress reports.

Currently, student growth in reading, writing, and spelling is tracked using developmental stages. The district is developing "anchor" papers to train teachers in the use of these scales. (These anchor papers are not included in this package.) There are checklists for "fine motor control," "functional uses of writing," attitudes towards writing," "sense of story," and various math skills.

Included in this package is also a survey for kindergarten teachers to provide guidance on how to revise the portfolio system, and a schedule that outlines the steps that the portfolio committee took in order to get the project off the ground.

The grade K portfolio is still in its developmental stage. The version in this document was that revised after pilot testing during school year 1990-91. The district has plans to develop similar components for pre-kindergarten and grades 1 and 2 over the next couple of years.

In a personal communication, the developers added these comments about their portfolio system:

1. Teachers seemed to value the process of trying to design the portfolio system because they learned a lot about what development in the early grades looks like.

2. They are considering abandoning the checklist format and might try to cast all areas into developmental continuums.

3. Parents were very enthusiastic about the portfolios.

4. Issues that came up during pilot testing were time and what to do with the other students while one student was being assessed.

See Overview of Six Portfolio Assessment Projects in the State of Alaska (TC#150.6OVEOFS) for an interview with the project coordinators and one teacher that was involved with the project.

(TC#070.3PRIPEA)

Krest, Margie. *Adapting The Portfolio To Meet Student Needs.* Located in: English Journal, 79, 1990, pp. 29-34.

This article was written by a high school writing teacher. It provides some hints and ideas for using and adapting portfolios based on several years of use in her own classrooms. Some of the ideas presented are:

1. She has students keep all their writing--drafts, revisions, prewriting material, suggestions from classmates, and final drafts. This allows for collaborative discussion of such things as how well the student can incorporate other people's suggestions into their work, and student willingness to take risks.

2. Not each piece of writing is graded. This encourages students to experiment. Grades are based on two scores--a portfolio score (reflecting the quantity of writing, and/or the amount of revision, risk taking and changing they did on all their papers), and a "paper grade" based on one to three final products (ones that have been conferred about, revised and edited thoroughly).

   The weight of these two components toward the final grade depends on the level of students and what they are working on. Sometimes the weighting for the two parts is decided collaboratively with the students.

3. The frequency of assessment varies by grade and what is being worked on. For example, if the emphasis is on fluency, assessment might only occur after each quarter so that students have time to work at becoming more fluent.

4. Students are encouraged to continue revising a paper as many times as they want. It can be regraded in subsequent portfolios.

5. Most writing is based on free choice. However, the author does require that all students do a minimum number of papers in various modes. The modes depend on the level of the student. For example, a college-bound student would be required to write a compare-contrast paper. These do not have to be among the papers that students choose to be graded.

6. The major goal is to encourage students to take responsibility for their writing as much as possible--what to write about, how much revision will be done, etc.

(TC#470.6ADATHP)

Lewis, Linda. *Pilot Project For Portfolio Assessment*, August 2, 1990. Available from: Ft. Worth Independent School District, 3210 W. Lancaster, Ft. Worth, Texas 76107, 817-336-8311.

This paper describes a staff development exercise in which teachers brought six student writing folders and looked through them to answer the question: "If someone came into your room and wanted evidence of student growth in writing in ten specified areas, would your student folders provide this evidence?" The ten areas corresponded to district writing goals. The list of these ten goals is included.

(TC#470.3PILPRF)

Lewis, Linda. *Portfolio Transfer System*, 1990. Available from: Ft. Worth Independent School District, 3210 W. Lancaster, Ft. Worth, Texas 76107, 817-336-8311.

This document is a working draft describing the portions of student writing portfolios that should be transferred from one teacher to the next in grades 1-6.

(TC#150.6PORTRF)

Lewis, Linda. *The Role Of Revision In The Writing Process*, 1989. Available from: Fort Worth Independent School District, 3210 W. Lancaster, Ft. Worth, TX 76107, 817-336-8311.

This is a draft document providing information on using portfolios in writing instruction and assessment: rationale, types, content, student self-reflection, teacher documentation of student progress, and goals for grades K-5. Included are samples of students' written self-reflections, samples of teacher analysis of student progress and skills checklists for grades K-5.

(TC#470.6ROLOFR)

Little, Nancy. *Student Led Teacher Parent Conferences*, 1988. Available from: Lugus Productions Limited, 48 Falcon Street, Toronto, Ontario, Canada M4S 2P5.

This monograph describes the rationale and procedures for having students plan and lead parent conferences. One part of this process is the student preparation of work folders to share with their parents. These folders have the characteristics of portfolios because:

1. The student selects the content, taking into consideration the purpose and audience.

2. The student determines what he or she wants to demonstrate to his or her parents. There is a set of metacognitive prompts for this purpose. These are: "While you look at my work with me, I want you to notice..." "These are the things I think I do well..."

The book contains a complete description of roles, responsibilities, and timelines for student led parent conferences. It also has sample letters to parents and sample student attitude surveys.

(TC#150.6STULET)

Macintosh, Henry. *Reviewing Pupil Achievements Through a Portfolio of Evidence*, 1989. Available from: International Association for Educational Assessment, Brook Lawn, Middleton Road, Camberley, Surrey, GU15 3TU, England, 0276-23950.

This is a package of training materials on the design and possible uses of portfolios in instruction and assessment. Included is information on the possible benefits of portfolios, what kinds of things could be gathered, how to gather them, guidelines for inclusion, interpreting the evidence in the portfolio, and the need to keep context information on the entries. The author also includes some thoughts on how the portfolio process fits into attainment of the goals of the National Curriculum in England.

(TC#000.6REVPUA)

Marienberg, Jill. *Portfolio Contents*, 1990. Available from: Hillsboro High School District, 3285 SE Rood Bridge Rd., Hillsboro, OR 97123, 503-648-8561.

This piece contains examples of student portfolios in writing, developed by grade 11 students for instructional purposes. Content includes a letter from the teacher that certifies the work as coming from the student, five self-selected writing samples of various types, and a cover letter from the student explaining why he or she selected these works. Several complete student portfolios (reproduced with the permission of the students) are included.

(TC#470.3PORCON)

Marsh, Helen F. and Patricia A. Lasky. *The Professional Portfolio: Documentation of Prior Learning.* Located in: Nursing Outlook, 32, 1984, pp. 264-267

Although this article focuses on the use of portfolios to document prior learning for nursing candidates, the principles discussed could apply to educators.

The portfolio system has two parts. The first is a narrative written by the candidate which describes prior learning experiences and provides evidence that concepts and principles from these experiences are being applied in practice. The second part is documentation that the

learning experiences have taken place. This could include diplomas, transcripts, performance ratings, employment records, workshop certificates, test results, etc.

To be most effective, the categories of "expertise" to be demonstrated by the portfolio must be laid out in advance, so that candidates know what the portfolio must show. Also, criteria for judging the portfolios must be established..

(TC#940.6THEPRP)

Mathews, Jackie, *From Computer Management To Portfolio Assessment.* Located in: The Reading Teacher, February 1990, pp. 420-21.

This article describes the basic design of a reading portfolio for grades K-2. The four core elements are: a reading development checklist, writing samples, a list of books read by the student and a test of reading comprehension. Optional elements include student self-evaluation, reading records, audiotapes, anecdotal records, pages from reading logs, or other measures a teacher or student feels would illustrate the growth of the student as a language learner.

The Reading Development Checklist includes concepts about print, attitudes toward reading, strategies for word identification and comprehension strategies. (Some of the individual items on the checklist are presented in the article.) The reading comprehension test was still under development at the time of this article.

The article also describes other necessary components for an innovation of this type: administrative support, a climate for change, people expert in the area of reading, a good staff development program, and grass roots interest.

(TC#440.6FROCOM)

McLean, L. D. *Time to Replace the Classroom Test With Authentic Measurement.* Located in: Alberta Journal of Educational Research, 36, 1990, pp. 78-84.

This article discusses the need for alternatives to standardized tests for use in the classroom. It briefly describes one possible "record of achievement," or portfolio system. This requires that teachers set "good" writing tasks for students, preferably in cooperation with the students. Evaluation of individual entries is done cooperatively with the student. Grades may not be assigned to all entries. These records of student work should also be used in parent conferences.

(TC#470.6TIMTOR)

Meyer, Carol. *From Folders to Portfolios (A Skit)*, 1990. Available from: Northwest Evaluation Association, 5 Centrepointe Dr., Suite 100, Lake Oswego, OR 97035, 503-624-1951.

This skit is a light-hearted way to define what is meant by a portfolio and to highlight the differences between folders and portfolios.

(TC#150.6FROFOT)

Meyer, Carol, Steven Schuman, and Nancy Angello. *NWEA White Paper On Aggregating Portfolio Data*, 1990. Available from: Northwest Evaluation Association, 5 Centerpointe Dr., Suite 100, Lake Oswego, OR 97035, 503-624-1951.

This paper summarizes key issues and concerns related to aggregating assessment information from portfolios. The working definition of "portfolio" used in this document is:

> "A portfolio is a purposeful collection of student work that exhibits to the student (and/or others) the student's efforts, progress or achievement in (a) given area(s). The collection must include student participation in selection of portfolio content; the criteria for selection; the criteria for judging merit; and evidence of student self-reflection."

The paper discusses a number of specific questions in six major areas. These areas, and a sample of the questions discussed in each are:

1. The impact of "newness" of portfolios on agggregating portfolio data.
   - o Are any portfolio projects well enough implemented as instructional models that sites exist for trying out potential aggregation methods/systems?
   - o Do portfolio projects exist where aggregation of portfolio data beyond the individual level has occurred?
2. Levels of aggregation of portfolio data
   - o Is there a conceptual continuum of alternatives for aggregating portfolio data?
3. Potential conflicts for portfolios serving both purposes of instruction/individual assessment and large scale assessment.
   - o Is there a concern of current and intended users of portfolios that large scale assessment needs will jeopardize the instructional value of portfolios?
   - o Will the aggregation of portfolio data force standardization of portfolios which directly conflicts with the desire for portfolios to be individualized?
4. Potential benefits of portfolios serving both purposes of instruction/individual assessment and large scale assessment.
   - o Since what is assessed is valued, will the use of portfolios for assessment communicate a broader range of student performances which are valued?
   - o Can the use of portfolios for multiple assessment purposes eliminate redundant or "add on" assessment/evaluation activities?
5. Using appropriate methodology to aggregate portfolio data.
   - o Can aggregation of portfolio data occur if portfolio contents, assignments, ratings, etc., have not been standardized?
   - o Does adequate methodology currently exist to aggregate portfolio data?

6. Other issues relating to aggregating portfolio data/

   o Is aggregating portfolio data cost effective?

(TC#150.6NWEWHP)

Monier, Jay. *The Senior Project*, 1990. Available from: Far West EDGE, Inc., 1817 Woodlawn Ave., Medford, Oregon 97504, 503-770-9483.

This packet of papers includes an overview of the Senior Project, several articles written about it, and several pages from the *Senior Project Student Manual.*

The senior project requires the following: a research paper on a topic chosen by the student; a project that applies the knowledge gained during the research phase; and a 6-10 minute oral presentation about the research and project. Graduation depends on successful completion of all three parts of the Senior Project.

The *Senior Project Student Manual* provides assistance to the student on planning and carrying out the project. Only part of this manual is included in this packet. Included are documents for helping students to plan their project, and documentation and rating forms that must be included in the final Project Portfolio. The *Coordinator's Handbook* contains instructions for the oral presentation portion of the project. This document is not included in the packet.

(TC#150.6SENPRO)

Mumme, Judy. *Portfolio Assessment in Mathematics*, 1990. Available from: California Mathematics Project, University of California, Department of Mathematics, Santa Barbara, CA 93106, 805-961-3190.

This paper covers the following topics: what a mathematics portfolio is, the purpose of portfolios, what could go into a math portfolio, suggestions for the layout of the portfolio, how to select items for the portfolio, and some ideas on evaluating portfolios. An outline of criteria for evaluating portfolio content is provided, but not elaborated on.

(TC#500.6PORASI)

Murdick, William. *Portfolios and Patterns of Choice*, 1991. Located in: Portfolio News, 2,(2) 1991, p. 2. Also available from: Portfolio Assessment Clearinghouse, San Dieguito Union High School District, 710 Encinitas Boulevard, Encinitas, CA 92024; and California University of Pennsylvania, California, PA 15419, 412-938-4082.

This article describes one teacher's approach to using portfolios to assign grades in his 9th grade composition classes. The basic procedure is that students prepare four portfolios a year, the contents of which are some combination of assigned and self-selected work. The grade for the portfolio depends on the presence of all pieces of work, but not all of them can receive equal weight in the grade. The portfolio as a whole is graded, not individual papers. Several variations on this theme are discussed.

(TC#150.6PORANP)

Murphy, Sandra, and Mary Ann Smith. *Talking About Portfolios.* Located in: The Quarterly of the National Writing Project, Spring 1990, pp. 1-3, 24-27. Also available from: The Center For The Study of Writing, 5513 Tolman Hall, School of Education, University of California, Berkeley, CA 94720, 415-643-7022.

This article uses examples of three portfolio projects to make the point that there is no such thing as *The Portfolio*; different groups end up with different portfolio systems depending on their purposes and what would best serve the local community of teachers and students. Prior to discussing the three examples, the authors mention various possible purposes for portfolios and design considerations for portfolios. These are:

1. Purposes for portfolios could include motivating students, promoting learning through reflection and self-assessment, evaluating or changing curriculum, replacing or validating other tests, establishing exit requirements for coursework or graduation, tracking growth over time, and evaluating students' thinking and writing processes.

2. Design considerations include:

    a. Who selects what goes into the portfolio--students or teachers?

    b. What goes into the portfolio--finished pieces, impromptu samples, work in progress, multiple drafts, particular domains of writing?

    c. How much should be included?

    d. What might be done with the portfolios--evaluation criteria, scored as a whole or each piece separately?

    e. Who hears about the results?

    f. What provisions can be made for revising the portfolio program?

Examples used to illustrate the possible range of portfolio systems are:

1. Junior high students choosing writing from several different subject areas so that writing for different purposes and audiences can be examined. Students also include a letter explaining why they selected each piece and how they viewed themselves as writers.

2. Ninth graders writing letters to their teachers discussing the strengths and weaknesses reflected in their portfolios. Teachers respond in writing and students then have a chance to respond again.

3. Teacher interactions that occur while examining and comparing student portfolios.

The authors conclude that:

1. The benefits of portfolios lie as much in the discussion generated among teachers as with the formal information they provide.

2. Portfolios have their greatest impact when they become part of the regular operation of the classroom.

(TC#000.6TALABP)

Myers, Miles. *Institutionalizing Inquiry.* Located in: The Quarterly of the National Writing Project and the Center for the Study of Writing, 9, July 1987, pp. 1-4.

This article broadly discusses the level of literacy required for today's world, the need for schools to restructure to achieve this goal with students and the implications of this for assessment. With respect to the latter, the author proposes: portfolios containing all of a student's work; learning logs; teachers periodically reviewing portfolios to develop a collective sense of progress; evaluating work samples form all content areas; and teachers engaging in classroom research. The document discusses portfolios in general terms; it does not describe any particular portfolio system.

(TC#060.6INSINQ)

Northwest Evaluation Association (NWEA) Working Committee. *Menu of Possible Contents For Classroom Portfolios*, March 1991. Available from: The Northwest Evaluation Association, 5 Centerpointe Dr., Lake Oswego, OR 97035, 503-624-1951.

The Northwest Evaluation Association (NWEA) is a consortium of school districts and other interested parties that meet to solve assessment problems of mutual interest. There have been several working retreats in the area of portfolio assessment. This document is the report from one of the work groups at the latest retreat. It provides a sample menu of the types of things that might be included in a student portfolio in the areas of language arts, science, social studies, math, fine arts, and health/p.e.

The section on language arts is the most complete. It includes not only the menu but also sample assessment instruments for the various menu items. These samples are collected from various sources including entries on this bibliography, ERIC, and other published and fugitive documents. (Source credit is given for each instrument.) Interesting samples include developmental rating forms in reading and writing from Juneau (TC#400.3JUNINL), holistic criteria for judging expository and narrative retellings (Valencia & Greer, 1986), listening checklists (Journal of International Listening, 1988, TC#450.3CALLIPa; TC#450.6LISSKS), a speaking checklist (this looks original to this document), time-use self-rating (ESD 112, Seattle, WA), and a study skills checklist (Snouffer & Thistlewaite, 1979).

Sample questions to stimulate student self-reflection, a sample annotated journal entry, and various planning worksheets are also included.

(TC#000.6MENOFP)

Northwest Evaluation Association (NWEA). *Writing Portfolio Assessment Issues And Concerns. NWEA Writing Assessment Conference*, October 1989. Available from: Allan Olson, Northwest Evaluation Association, P.O. Box 2122, Lake Oswego, OR 97035, 503-624-1951.

This document is a summary of issues and concerns surrounding writing portfolio assessment generated at a writing assessment conference convened by NWEA in October, 1989. Issues are organized into the categories of management/logistics, assessment, purpose, curriculum, and staff development. An operational definition of a writing portfolio is included.

(TC#470.6NWEWRP)

Olson, Marilyn, and Barbara Awmiller. *Connections*, 1991. Available from: Curriculum/Staff Development Department, Lane Education Service District, 1200 Hwy 99N, P.O. Box 2680, Eugene, OR 97402, 503-689-6500,

Connections is a published composite portfolio of exemplary student work gathered from Lane County public school classrooms. This document announces the intent of the ESD to publish Connections, lists the requirements for submissions, and includes an application form. Among other things, the application form requires the student to explain why he or she wanted to submit the work, explain what features make the work special as an example of what he or she knows and can do, and describe the background of the work. There are no criteria presented for final selection of submissions into the final composite portfolio.

(TC#000.6CONNEC)

Oregon City High School Students. *My Writing Folder*, 1990. Available from: Oregon City High School, 1417 12th St., P.O. Box 591, Oregon City, OR 97045, 503-656-4283.

This document is a writing folder in which students can keep their work. Printed on the folder are places to write down ideas for writing, the places to write down titles and dates of entries in the folder, definitions of the six-trait analytical rating guide for writing (ideas, organization, voice, word choice, sentence structure, and conventions), definitions of different modes (types) of writing (imaginative, persuasive, descriptive, narrative, and expository), places to enter scores given to various pieces of writing, and a guide to writing as a process.

(TC#470.6MYWRIF)

Parr, Susan Resneck. *Lewis & Clark College New Admissions Initiatives*, 1990. Available from: Office of the Vice President for Academic Affairs, Lewis & Clark College, 0615 SW Palatine Hill Road, Portland, Oregon 97219, 503-293-2653.

Lewis & Clark College now offers two alternative options for admissions--portfolios and a Saturday Seminar. The portfolio option requires that students submit materials which demonstrate that they meet the college's criteria for admission. Suggestions are:

1. Products that demonstrate intellectual growth and an ability to write clearly and think critically. These could include, for example, a series of papers or tests that show growth; or science projects, mathematical proofs, computer programs, audio tapes of performances, etc. to show accomplishment of advanced skills.

2. An official high school transcript.

3. A letter from a high school counselor or principal certifying that the work is one's own.

4. Three sealed letters from recent teachers assessing one's academic abilities.

5. The first page of a standard admissions application.

6. Other pertinent information such as standardized test scores, additional recommendations from teachers and others, a statement of academic goals and interest, and an admissions essay.

The Saturday Seminar for Early Decision is designed for students certain they wish to become Lewis & Clark students. The program includes a weekend visit, participation in a seminar, an interview with an admissions counselor, an opportunity to talk to a financial service counselor, and invitations to social events. They also must submit either a regular admissions application or a portfolio.

In the materials we obtained there is no discussion of how portfolio or seminar performances would be assessed.

(TC#000.6LEWANC)

Paulson, Leon, and Pearl Paulson. *How Do Portfolios Measure Up? A Cognitive Model for Assessing Portfolios*, Fall 1990. Available from: Multnomah ESD, 11611 N.E. Ainsworth Circle, Portland, Oregon 97220, 503-255-1841.

The central consideration in this paper is how to design procedures for aggregating information from portfolios while preserving the integrity of the portfolio for instructional purposes. They propose that what needs to occur in order to aggregate is not the standardization of the specific pieces in the portfolio (e.g., an attitude checklist, one piece of persuasive writing, etc.), but a clear idea of the rationale for the portfolio, what processes or outcomes are to be demonstrated by the portfolio, and the standards or criteria for judging success. The actual exhibits can vary.

The authors propose that portfolios can be described along three dimensions:

1. Activity--the operations involving putting together portfolios. This includes the rationale for the portfolio, the areas to be covered by the portfolio, the specific content to be in the portfolio, performance criteria for students, and how judgements will be made by students and/or evaluators.

2. History--antecedents to the work in this year's portfolio and how the portfolio will be used in the future. This includes individual student baseline performance, learner characteristics and context; the encounters that occur around the portfolio itself; and the final status of student performance.

3. Stakeholders--those individuals with an interest in the portfolio. These could include students, teachers, parents, and aggregators.

Several examples are presented that relate these dimensions to actual portfolio projects.

(TC#150.6HOWDOP)

Paulson, Leon, and Pearl Paulson. *The Ins and Outs of Using Portfolios To Assess Performance*, 1991. Paper presented at the annual meeting of the National Council on Measurement in Education, Chicago. Available from: Multnomah ESD, 611 NE Ainsworth Circle, Portland, OR 97220, 503-257-1774.

This paper expands on themes in other papers by the same authors (TC#150.6HOWDOP, 150.6MAKOFA)--the need to specify stakeholders, state the rationale, outline what questions the portfolio is to answer, etc. The authors expand on the notion that the process of using the portfolio for assessment not undermine its primary use--instruction. They also ask that we rethink our traditional notions of reliability, standardization, and scaling.

(TC#150.6INSANO)

Paulson, Leon, and Pearl Paulson. *The Making of a Portfolio*, 1991. Available from: Multnomah ESD, 611 NE Ainsworth Circle, Portland, OR 97220, 503-257-1774.

The authors present their Cognitive Model for Assessing Portfolios (CMAP), a framework for designing a portfolio system. The framework has three dimensions--stakeholders, activities, and history. Stakeholders can include students, teachers, parents, administrators, evaluators, etc. Since a portfolio is a purposeful collection of student work, this dimension answers the question "whose purpose?"

The activity dimension of the framework requires that the user describe the rationale for the portfolio, what questions the portfolio is to answer, what will be collected to answer these questions, and how the results will be interpreted. These things are likely to differ depending on the stakeholder.

The historical dimension of the framework requires that the user place the portfolio into a context in order to accurately interpret its significance. The context can include stakeholder characteristics at the outset (helps to explain why the portfolio has significance), instructional activities that occur during the process of assembling the portfolio (helps to explain why student learning is occurring), and outcomes (what will happen next as the result of doing the portfolio).

The authors contend that all of these factors must be taken into account when designing a portfolio system because what your system will look like depends on the stakeholders, what you want to show in the portfolio, antecedent conditions, etc. There is no simple answer to the question "What should go into a portfolio?" **(TC#150.6MAKOFA)**

Paulson, Leon, Pearl Paulson, and Carol Meyer. *What Makes A Portfolio A Portfolio?* Located in: Educational Leadership, February 1991, pp. 60-63. Also available from: Multnomah ESD, 11611 N.E. Ainsworth Circle, Portland, OR 97220, 503-255-1841.

This brief article outlines the authors' perceptions of the characteristics that make the notion of portfolio assessment powerful. These characteristics are illustrated by samples from actual student portfolios. The eight characteristics are:

1. A portfolio must contain information that shows that a student has engaged in self-reflection.
2. Students must be involved in the selection of the pieces to be included.
3. The portfolio is separate and different from the student's cumulative folder.
4. The portfolio must explicitly or implicitly convey the student's activities.
5. The portfolio may serve a different purpose during the year from the purpose it serves at the end. At the end of the year, however, the portfolio may contain only materials that the student is willing to make "public."
6. A portfolio may have multiple purposes.
7. The portfolio could contain information that illustrates growth.

8. The skills and techniques that are involved in producing effective portfolios do not happen by themselves. Students need models of portfolios and how others develop and reflect upon them.

(TC#150.6WHAMAA)

Paulson, Pearl R. *Pilot Composite Portfolio: Developmental Kindergarten*, 1991. Available from: Beaverton School District, 16550 SW Merlo Road, P.O. Box 200, Beaverton, OR 97075, 503-591-8000.

The Developmental Kindergarten is an early childhood education program for mildly to severely handicapped children. The purpose of this composite portfolio was to show the diversity of student needs in the program and document the kinds of learning that are taking place. The pilot will be used to see whether this technique holds promise for program evaluation. This paper describes the purpose for the composite portfolio, how the project got started, the content of the portfolio, and major issues/observations. Student work includes written work, videotapes and audiotapes. Actual samples of student work are not included.

Criteria for judging student progress are discussed. Criteria used for individual students includes developmental rating scales. The criteria for program success is that seven of the eight pilot students made gains in learning in at least three of the four developmental areas. The portfolio for each student is judged by two different people.

(TC#070.3PILCOP)

Paulson, Pearl, and Leon Paulson. *Portfolios: Stories of Knowing*, 1991. Available from: Multnomah Education Service District, 611 NE Ainsworth Circle, Portland, OR 97220, 503-257-1774.

This article discusses portfolios as stories. The purpose of a portfolio is communication; the items chosen for the portfolio are those that best tell the story. The paper takes the position that these stories should be mostly "autobiographical"--students themselves are the authors, telling their stories of achievement, development, and acomplishment by purposefully choosing samples of work and describing why they were chosen.

(TC#150.6PORSTO)

Paulson, Pearl. *Speech Language Portfolio Project*, 1991. Available from: Beaverton School District, 16550 SW Merlo Road, P.O. Box 200, Beaverton, OR 97075, 503-591-8000.

The Speech Language Portfolio Project is in its developmental phase during school year 1990-91. This paper reports on progress so far. Since the student portfolios have not yet been finalized, no actual samples of student work are included. The paper discusses the purpose for the portfolio, what types of displays are being collected for the portfolios, and the major questions that have arisen so far. The appendices include nice statements of the possible benefits to students and teachers of doing portfolios, and a survey of teacher observations about the project.

(TC#330.6SPELAP)

Pettibone, Timothy, and Russell French, Adel Eadeau, and John Ray Stoker. *Evaluating Innovative Programs: A Symposium Examining Assessment Strategies of the Next Century Schools Projects*, 1991. Available from: University of Tennessee, 212 Claxton Education Building, College of Education, Knoxville, TN 37996, 615-974-2272.

This document is a package of papers given as a symposium session at AERA, 1991. The papers in the package include:

1. Issues in the Assessment of Innovative Programs, Timothy Pettibone. This is an overview of the RJR Nabisco Foundation's program to fund 45 innovative school programs.

2. All the Colors of the Rainbow: Next Century Schools' Assessment Designs, John Ray and Howard Stoker. This is an overview of the evaluation procedures to be used with the programs funded by RJR Nabisco. One display of interest is a sample of the outcomes to be assessed and the means to assess them--portfolios, interviews, interest surveys, attendance, etc.

3. Issues and Uses of Student Portfolios in Program Assessment, Russell French. The author considers definitions, rationale, program evaluation information that could be obtained from examining the portfolios, and a set of development guidelines.

   Program evaluation information includes inputs (e.g., what students know at the beginning of the year, what previous instruction was like, etc.); processes (e.g., what is emphasized during instruction, integration across subject areas, whether instruction is narrowing or broadening, instructional practices, etc.); and outcomes.

   Design guidelines include twelve things, such as developing expectations (criteria), deciding what is to be included, deciding the process by which entries will be rated, deciding whether ratings will be norm- or criterion-referenced, planning the logistics of handling the portfolio, and planning training.

4. Linda Vista School Portfolio System, Adel Nadeau. This paper describes a portfolio system used in the Linda Vista School since 1988 for assessing the reading and writing progress of Chapter 1 students. Information in the paper includes a sample portfolio and a plan for keeping electronic portfolios.

(TC#150.6EVAINP)

***Portfolios Useful Assessment Tool.* Located in: Education USA, 32, November 27, 1989, pp. 97-98.**

This is a brief summary of presentations on portfolios made at the NCTE annual meeting in 1989. Four presentations are summarized: Jay Sugarman, discussing the use of portfolios for the improvement of teaching; Pat Belanoff, reviewing six years of experience using portfolios in freshman writing classes; Barbara Morris, outlining the use of portfolios at the University of Michigan; and Michael Flanigan, emphasizing how using portfolios promotes teacher dialogue.

(TC#000.6PORUSA)

Psychological Corporation. *Integrated Assessment System: Mathematics and Language Arts*, 1989. Available from: Psychological Corporation, 555 Academic Court, San Antonio, Texas 78204-2498, 512-299-1061,

As of November 1991, complete information on this package is not yet available.

One document we have received provides a brief outline of math and language arts portfolios for grades 1-8. According to Psychological Corporation, "a portfolio is a file or folder containing a variety of information that documents a student's experiences and accomplishments." Thus, this system appears to involve both formal and informal indicators of many aspects of performance. Included in the portfolio system are standardized test scores, curriculum transcripts, a list of awards and distinctions, student work samples, teacher rating scales and student self-evaluations.

The language arts portfolio system includes portfolio folders for each student, a portfolio storage box, reading to write prompts, and teacher training materials. There is a general scoring rubric having three areas: responses to reading (amount of information, accuracy of information, and selection of information); management of content (organization/focus, development and accomplishment of task); and command of language (sentence structure, word choice and grammar/usage/mechanics).

We have also received some of the reading to write prompt packages. These consist of passages to read and a writing assignment on each passage. For example, students might read three expository pieces on mammals and then synthesize the information into a report. Directions, reading passages, response booklets, and scoring guides are included. The teacher is encouraged to use the same interactions with students during the test as he or she would during instruction. For example, if the teacher normally does group prewriting, then this should happen during the test.

The mathematics portfolio system is not described in this document.

(TC#010.3INTASS)

Rief, Linda. *Finding the Value in Evaluation: Self-Assessment in a Middle School Classroom.* Located in: Educational Leadership, March 1990, pp. 24-29.

This article presents a case study to illustrate why and how students should/can choose their own topics and genres for reading and writing; and how promoting self-evaluation can add depth and meaning to learning. No grade level is given, but it seems to be upper elementary.

The author requires students to read at least 30 minutes a day and produce at least five rough draft pages of writing a week. Periodically, the students are asked to rank their work from most effective to least effective and to evaluate it by considering the following questions:

1. What makes this your best piece?
2. How did you go about writing it?
3. What problems did you encounter? How did you solve them?
4. What makes your most effective piece different from you least effective piece?
5. What goals did you set for yourself? How well did you accomplish them?

6. What are your goals for the next 12 weeks?

The author also describes classroom conditions necessary to make the process work.

(TC#470.3FINTHV)

Roettger, D., and M. Szymczuk. *Guide For Developing Student Portfolios*, 1990. Available from: Educational Services, Heartland Area Education Agency 11, 6500 Corporate Drive, Johnston, IA 50131.

This guide was developed to summarize the experiences of a group of teachers who spent a year using portfolios to assess and document student learning. A portfolio is defined as "a collection of evidence used by the teacher and student to monitor the growth of a student's knowledge of content, use of strategies, and attitudes toward the accomplishment of goals in an organized and systematic way." There is assistance with planning for the portfolio, writing goals for students that reflect what they should know and be able to do, planning for integrating assessment and instruction, setting standards, and ways to document student growth.

This document is prepared mainly for training purposes, and emphasizes questions that teachers should answer for themselves while they are integrating assessment and instruction. The document does not illustrate how these questions were answered by this group of teachers. For example, the document does not include any of the following: actual goals written by the teachers; an outline for the content of a portfolio; specific suggestions on how to integrate assessment with instruction; or actual criteria for evaluating portfolios as a whole or individual products within portfolios.

(TC#150.6GUIDEP)

Sack, Mike. *Portfolio Assessment*, 1991. Available from: Urban Corps Expansion Project, Public/Private Ventures, 399 Market Street, Philadelphia, PA 19106, 800-727-8900.

Portfolio Assessment is a working draft of guidelines for the preparation of two kinds of portfolios by clients: a development portfolio and an interview portfolio. The paper notes that each purpose addresses a different audience and requires a different portfolio.

The development portfolio is for the student's own use to track progress. A large variety of things could be put in such a portfolio. (The paper provides a long list). The interview portfolio demonstrates a student's academic and employment skills for the purpose of obtaining a job or gaining admission (or credit) to an educational institution. This type should contain examples of best work. (Again, a list of suggestions is provided.)

The paper notes that part of the portfolio process is to develop criteria for judging the entries as evidence of progress. However, these criteria are left up to conferencing between the client and a staff member.

(TC#150.6PORAST)

Scardamalia, Marlene, and Carl Bereiter. *Child as Coinvestigator: Helping Children Gain Insight Into Their Own Mental Processes.* Located in: S.G. Paris, G.M. Olson & H.W. Stevenson (Eds), Learning and Motivation In The Classroom, Hillsdale NJ: Earlbaum, 1983, pp. 61-82.

The main purpose of having this paper in the bibliogrpahy is to help define metacognition. The paper provides a variety of ideas on how to help students become more aware of their mental processes. The purpose is not to enable people to develop a "course" in metacognition, but rather to design regular activities to help bring mental processes out into the open.

The topic of metacognition is important when discussing portfolios because many individuals feel that the process of self-reflection is integral to assembling portfolios. Additionally, taxonomies of metacognitive skills may be useful to develop criteria for assessing the self-reflections of students.

(TC#050.5CHIASC)

Shulman, Lee. *What Makes A Good Teacher?* Located in: Teacher Magazine, November 1989, pp. 35-36.

This article describes an innovative teacher evaluation project at Stanford University involving both teacher portfolios and teacher assessment centers. The assessment centers required teachers to deliver a lecture, plan a lesson with colleagues, and perform other tasks related to their subject area of expertise.

In the portfolio part of the assessment, teachers were asked to compile samples of their work that they thought reflected their best teaching--lesson plans, videotapes and samples of student work. The portfolio included self-reflection. It is unclear from the article how these portfolios were evaluated for quality; however, the author did mention that they allow for differences in style. One drawback of the system is that it is time-consuming and most of the teachers in the project did their portfolios on their own time. The author feels that this type of self-reflection should be built into the regular work-day.

(TC#130.4WHAMAA)

Simmons, Jay. *Adapting Portfolios For Large-Scale Use.* Located in: Educational Leadership, March 1990, p. 28.

This summary briefly describes things one might look for in portfolios as a whole that might be a better measure of student achievement than holistic ratings of single writing samples.

The author requested 27 fifth grade students to select three samples of their best work for a portfolio. The students also wrote an explanation of why the pieces chosen were their best work, and wrote a timed essay . In addition to rating each piece holistically, the author also examined the collection of writings in the portfolio as a whole for:

1. paper length,
2. range of mode(s) of discourse, and
3. the correspondence between student's lists of the strengths represented in their papers and similar lists prepared by raters.

The author found interesting correspondences between these factors and the holistic ratings.

(Included in TC#470.3FINTHV)

Sneed, Don, and Tim Wulfemeyer. *Video Report Cards Provide Comprehensive Evaluations.* Located in: Educator, 44, Winter 1990, pp. 50-56.

This article reports on pilot testing video report cards for college journalism students. Each video was produced by the instructor and contained:

1. An overview of the course and the rationale for the video report card. This information was the same for each student.

2. Excerpts from class activities--clips from field trips, guest speakers, reviewed books, movies, concerts, and art exhibits. This was the same for each student.

3. Copies of graded papers with a discussion of the strengths and weaknesses of a student's writing, suggested areas that needed improvement, cited areas where improvement had occurred, effective aspects, and identified problems with writing mechanics, story organization, information gaps, or unanswered questions. This was individualized for each student.

4. Other pertinent information such as late assignments, lack of effort, absenteeism, and perceived underachievement. This was individualized for each student.

There was a generally favorable response from the parents of students receiving these video report cards.

(TC#150.6VIDREC)

Teacher Assessment Project. *Biology Examiner's Assessment Center Handbook*, May 1989. Available from: Stanford University, School of Education, CERAS 507, Stanford, California 94395, 415-725-1228.

The goals of the Assessment Center in biology are to develop performance exercises that assess knowledge, skills and dispositions as a teacher of biology. This handbook was designed to introduce teachers to Assessment Center exercises. There are three types of exercises: extensions of portfolio information gathered previously, performance of tasks using the information in the portfolio entry as a starting point, and stand-alone exercises that do not use portfolio entries. The tasks involve interviews, written answers and computer responses.

The individual exercises involve reviewing unit plans, discussing student evaluation, monitoring student laboratory work, analyzing alternative instructional materials, reviewing a videotape of an instructional situation, adapting a textbook chapter to one's needs, using the computer as an instructional tool, and discussing a teaching problem. The handbook describes these exercises and how performance will be evaluated.

(TC#130.4BIOEXA)

Teacher Assessment Project. *Elementary Literacy Assessment Center Examiner's Handbook*, 1989. Available from: Stanford University, School of Education, CERAS 507, Stanford, California 94395, 415-725-1228.

The goals of the Assessment Center are to develop performance exercises to assess a teacher candidate's knowledge, skills and dispositions as a Board certifiable teacher of elementary literacy. This document is the manual used to train evaluators who rated teacher performances during the field test of Literacy Assessment Center exercises.

The manual describes six performance-type exercises related to three strands: assessment of students, integrated language arts instruction, and creating a literate environment. Some of the exercises draw on literacy portfolios previously developed by the teacher candidates. Others are stand alone exercises that simulate teaching situations and are independent of the portfolio entries.

Descriptions of the exercises and rating forms used to judge performance are provided.

(TC#130.4ELELTA)

Teacher Assessment Project. *Portfolio Development Handbook for Teachers of Elementary Literacy*, 1988. Available from: Stanford University, School of Education, CERAS 507, Stanford, California 94395, 415-725-1228.

This document is the handbook for grade 3 and 4 teachers to use in developing their own literacy portfolios in reading comprehension and composition. For this purpose, a portfolio is defined as a collection of documents that provide evidence of the knowledge, skills and dispositions of an elementary teacher of literacy. Specifications for portfolio entries include four items that relate to integrated language instruction, three that relate to creating a literate environment, and four about assessment of students. Teachers may also present an open entry and a reflective interpretation of any and all entries. The handbook provides guidance on what these entries should be like and how to choose them.

(TC#130.4PORDEH)

Teacher Assessment Project. *The School Teacher's Portfolio: Practical Issues in Design, Implementation and Evaluation*, 1988. Available from: Stanford University, School of Education, CERAS 507, Stanford, California 94395, 415-725-1228.

In addition to providing a summary of the Teacher Assessment Project, this paper discusses many of the practical issues that were considered in designing, implementing and evaluating the schoolteacher's portfolio.

(TC#130.6SCHTEP)

Teacher Assessment Project. *Thinking Out Loud: Proceedings of the Teacher Assessment Project Forum on Equity in Teacher Assessment.* May 1988. Available from: Stanford University, School of Education, CERAS 507, Stanford, California 94395, 415-725-1228.

This paper presents the reactions of seven educators to the work-in-progress of the Teacher Assessment Project.

(TC#130.6THIOUL)

Thompson, Edgar. *Self-Assessment and The Mastery Of Writing.* Located in: Testing In The English Language Arts, Michigan Council of Teachers of English, P.O. Box 892, Rochester, MI 48063, 1985, pp. 55-60.

This article lists six self-reflective and evaluative questions that the author requires students to address for each paper they write. These cover self-reflection on the writing process, peer input and responses, strengths and weaknesses of the paper, what the student wants the teacher to look for in the paper, and what grade the paper should get. The questions, examples of their use, and samples of student work are provided in the article. Grade level is not specified, but it appears to be appropriate for intermediate grades and above.

(TC#470.3SELASA)

Thomson, Peter. *The School Of Hard Knocks: A Study on the Assessment of Experiential Learning, Summary Report*, 1988. Available from: TAFE National Centre for Research and Development, Payneham, Australia. Also available from: Nelson Wadsworth, P.O. Box 4725, Melbourne, Victoria 3001, Australia, and ERIC ED 295 033. For full report see ERIC CE 050 244.

This article describes a process for assessing adult learners' life experiences for the purpose of granting them exemptions from formal course work. Applicants are assessed using portfolios, structured interviews, and on-the-job ratings. The first two are rated by a three-person panel with expertise in the area to be assessed and training in how to assess the portfolios and interviews.

The portfolio contains an autobiographical narrative, a statement on special competencies, assignments set by a tutor, work samples, testimonials, and references. These are assessed by checking the relevance of competencies claimed against course outcomes and objectives. The interview is structured and is assessed by using a checklist.

If provisional exemption from coursework is granted by the assessment panel, assessment of performance continues on the job in a variety of ways, depending on the area. These could include logs, supervisor ratings, oral tests, etc. Exemption is finalized on the basis of successful progress through all the above stages. The summary document does not contain the actual checklists used to assess the portfolio.

(TC#150.6THESCO)

Valencia, Sheila. *Assessing Reading and Writing: Building a More Complete Picture*, 1989. Available from: University of Washington, Seattle, WA 98195.

The author describes a procedure for developing student portfolios of work in the areas of reading and writing. She advocates collection of responses to a number of tasks that vary along the dimensions of focus (mechanics v. how well something achieved its purpose); structure (structured or naturalistic); locus of control (student self-assessment v. teacher assessment); and instrusiveness. Collecting a variety of outputs for various purposes in various task settings enables one to get a broad picture of achievement. However, the author warns that the content of the portfolio has to be planned so that not everything is included. She recommends three types of content--required (everyone collects the same things in the same way); semi-required (certain types of things are required, but exactly what is kept is up to the teacher and student); and open-ended (the teacher and/or student select any work that they feel exemplifies the student's achievement). The paper is descriptive; no samples of student work are included.

(TC#400.3ASSREA)

Valencia, Sheila. *A Portfolio Approach To Classroom Reading Assessment: The Whys, Whats and Hows.* Located in: The Reading Teacher, January 1990, pp. 338-340.

In addition to discussing the rationale for using portfolios to assess reading, this article also suggests content for reading portfolios, how to select material for a portfolio and how the portfolio should be organized.

The rationale is: 1) sound assessment is anchored in authenticity; 2) assessment must be a continuous process; 3) valid reading assessment must be multi-dimensional; and 4) assessment must provide for active collaborative reflection by both teacher and student.

Content would include samples of the student's work, the teacher's observational notes, the student's own periodic self-evaluation, and progress notes contributed by the student and teacher collaboratively. Specific items to be included would depend on the purpose for the portfolio but include such things as written responses to reading, reading logs, selected daily work, classroom tests, checklists, unit projects, audiotapes, etc. The idea is to have a variety of indicators.

The real value of portfolios, according to the author, lies not in any single approach, but rather in the mind set that assessment is ongoing, and that periodic visits to the portfolio by the teacher and student are instructionally essential.

(TC#440.6APORAP)

Vavrus, Linda. *Put Portfolios To the Test.* Located in: Instructor, August 1990, pp. 48-53.

This paper is designed to be an introduction to the use of portfolios. The author defines a portfolio as a "systematic and organized collection of evidence used by the teacher and student to monitor growth of the student's knowledge, skills, and attitudes in a specific subject area." There is a brief discussion of the following topics: What will it look like? What goes in? How and when to start? Evaluating portfolios; and Passing Portfolios On. While there are a few concrete examples, most of the article is a list of questions that must be addressed when setting up a portfolio system.

The paper also includes a short interview with Grant Wiggins. His definition of a portfolio appears to include the requirement that portfolios represent students' best work.

(TC#150.6PUTPOT)

Villano, Jim, and Marlys Henderson. *Integrated Language Arts Portfolio*, 1990. Available from: Fairbanks North Star Borough School District, Box 1250, Fairbanks, AK 99707, 907-452-2000.

This draft pilot portfolio system was designed by teachers in the Fairbanks North Star Borough School District during the spring of 1990, and was field tested during the 1990-91 school year. It was designed to be a developmentally appropriate assessment of reading, writing, listening, and speaking in grades 1-2. Some teachers have also included some math and socio/emotional development. The primary audiences for the portfolio were teachers (to plan instruction), parents (during parent conferences), and students (during student conferences). Depending on the teacher, students select some samples of work for the portfolio.

This document includes a blank copy of the portfolio used for students. It includes:

1. A checklist of what needs to be put in the portfolio, and when it should be entered--three reading samples, nine writing samples, and three spelling samples scored using developmental stages; other descriptive information about the student's reading, writing and spelling; and three entries on a listening and speaking checklist.

2. An introduction to the philosophy of the instruction surrounding the portfolio.

3. Various rating forms and checklists. These often have space for "context" comments that will help the observer interpret the performance included in the portfolio. These comments include such things as the circumstances surrounding the production of the piece of writing.

4. Optional and support material such as a blank "interest inventory" interview page to be used by the teacher to report on student statements that indicate their attitude toward reading, writing, etc.

5. An evaluation summary for the year.

6. Space for parent comments both about their child's progress and about how well they like the portfolio way of showing progress.

During a series of personal communications, the developers mentioned the following points:

1. The portfolios are also useful for teaching parents about how students develop in these areas.

2. They are now considering having students participate in the selection of items for the portfolio. Some teachers feel that this is not developmentally appropriate.

3. Teachers report that it takes a lot of time.

4. They are considering adding math and socio-emotional development. Included is a developmental stages rating form from the Connecticut Department of Education that covers both physical development and math.

5. They have developed an information pamphlet for parents about how portfolios will be used in their children's classrooms. This is included.

6. They based their work in developmental spelling on Allyn Snider's Beginning Writing. An excerpt is included.

7. They have experimented with having grade one students evaluate their own writing. The author has some of these papers available, but they are not in this document.

8. They have included a modified six-trait analytical scoring guide in writing for grade two students. They experimented with using it at grade one, but most students were not ready.

9. They have experimented with having students show their work to their parents and explain what it shows about their development. This information is not included.

See Overview of Six Portfolio Assessment Projects in the State of Alaska (TC#150.6OVEOFS) for an interview with the project coordinators and one teacher that was involved with the project.

(TC#070.3INTLAA)

Wiggins, Grant. *Rational Numbers: Toward Grading and Scoring That Help Rather Than Harm Learning.* Located in: American Educator, Winter 1988, pp. 21-48.

This article presents a discussion of the need to have clear criteria for both grading and testing. These critria essentially define what we value in student work. This not only improves consistency in assigning grades or rating performance, but also ensures more clarity for students on expectations and communicates more effectively what to do if performance is not satisfactory. The author presents several examples of criteria. These examples include: seven general criteria for any course of study, oral presentations, writing, and science. The author also discusses ways of making grading uniform across teachers and different grading approaches.

Although not directly about portfolios, this article reinforces the need to have criteria for evaluating portfolios. These criteria must make public what we value so that we know what to teach, students can evaluate their own work, portfolios can be assessed.

(TC#150.6RATNUM)

Wilson, Jill. *The Role of Metacognition in English Education.* Located in: English Education, 17, December 1985, pp. 212-220.

Although not strictly about portfolios, this article is included because of the general feeling that portfolios should require some degree of student self-reflection, and should be analyzed for evidence of student metacogntion. This article helps define what metacogntion is and provides examples of how to teach metacognitive skills. The basic defintion of metacognition in the article is "knowledge and control of one's own cognitive processes."

(TC#050.5ROLOFM)

Wolf, Dennie P. *Arts PROPEL.* As described in: *Opening Up Assessment*," Educational Leadership, January 1988; *Arts PROPEL*, Educational Testing Service and Harvard Project Zero, Harvard Graduate School of Education, Longfellow Hall, 13 Appian Way, Cambridge, MA 02138.

Arts PROPEL is a cooperative research project concerned with arts education at the junior and senior high school levels. Its goal is to devise assessments of student learning which are "systematic, powerful and tuned to the central issues in artistic development."

Portfolios, as used in Arts PROPEL, have three parts. First is a comprehensive folder of student work during a course. Second, are targeted portfolios which contain work selected from the folder by the student to convey certain aspects of learning and performance. Third, are supplemental materials comprising such things as discussion notes, student self-reflections, notes for ideas, etc.

The associated article by Wolf elaborates on the rationale for the portfolios and draws some parallels to other subject areas.

(TC#810.3ARTPRO)

Wolf, Dennie P. *Portfolio Assessment: Sampling Student Work.* Located in: Educational Leadership, April 1989, pp. 35-39.

This article discusses the rationale for alternative forms of assessment and, specifically, the rationale for use of portfolios as an instructional tool in the PROPEL project in Pittsburgh Public Schools. The portfolio is a working document assembled by students which includes "biographies of works" (the history of development of a piece), a range of works, and "reflections" (student self-reflection on their work). A few samples of student work are included.

(TC#400.6PORTAS)

Judy Arter, November 1991
NWREL, 503-275-9562

Portfolio References Classification Scheme

Primary Focus of the Article

Theory--*paper discusses reasons to use portfolios or issues regarding portfolios*
Example--*an actual portfolio system is described*
Related--*the article may not be directly about portfolios, but is related, such as a newsletter about portfolios, or scoring rubrics*

Purpose for the Portfolio Scheme Described

Alternate Credit--*to obtain credit for a course not actually taken*
Celebration--*as a celebration of what a student has accomplished*
College Entrance--*as a selection mechanism for a college or university*
Curriculum or Program Evaluation--*to evaluate curriculum or a program*
Grading--*to assign grades in classes*
Graduation Requirement--*as a graduation requirement*
Instruction (classroom)--*as a classroom instructional tool*
Job Application--*to supplement a vita*
Large-Scale Assessment/Accountability--*as a means of collecting a broader range of performance for large-scale assessment*
Minimum Competency Assessment--*to certify student minimum competence*
Needs Assessment--*to assess the needs of students, communities, teachers, etc.*
Parent Conferences--*to use to communicate with parents*
Placement in Classes or Programs
Teacher Self-Reflection--*for teachers to use to think about what worked and what didn't*

Subject Area Covered

All--*cross-disciplinary; more than one subject, but the subjects are not integrated*
Art
Health
Interdisciplinary--*work represents tasks that combine subject areas, as in thematic units*
Language Arts (integrated)
Math
Reading
Science
Writing
Other

Grade Level

Primary--*K-3*
Elementary--*4-6*
Secondary--*7-12*
Post-secondary--*college and university*
Special Education
All

Type of Portfolio

Individual--*contains the work of only one person*
Composite--*contains work across individuals*

Features of Portfolio System/Article

Includes Criteria: content--*individual entries*
whole portfolio
metacognition--*self-reflection*
Includes samples of student work
Discusses metacognition
Includes help with implementation
Discusses student self-selection
Degree of structure: low--*there is great leeway for what is included*
medium--*categories of entries are required, but choice of work within each category is open*
high--*exact work to be placed in the portfolio is specified*

Professional Portfolios--*portfolios for teachers, principals and other staff*

Catalogs

11-1-91
jaa:kp

Portfolio Resources Classification Scheme

November 1991

Primary Focus of the Article

Theory

Anson, 1988; Arter and Paulson, 1991; Arter, and Spandel 1991; Buell, 1991; Camp, 1990; Collins, 1990; EQUALS Project 1989; Eresh, 1990; Gardner, 1989; Howard, 1990; Jongsma, 1989; Macintosh, 1989; Meyer and Schuman, 1990; Murphy, 1990; Myers, 1987; Northwest Evaluation Assn 1989; Paulson, 1990 (TC#150.6HOWDOP); Paulson, 1991 (TC#150.6INSANO); Paulson, 1991 (TC#150.6MAKOFA); Paulson, 1991 (TC#150.6WHAMAA); Paulson, 1991 (TC#330.6SPELAP); Paulson and Paulson 1991; Pettibone, 1991; Portfolios Useful Assessment Tool 1989; Roettger, 1990; Valencia, 1989; Valencia, 1990; Vavrus, 1990; Wolf, 1988; Wolf, 1989.

Example

Arter and Calkins, 1991; Auty, 1990; Brewer, 1990; Brewer, Fall 1990; Burnham, 1986; Calkins, 1991; Community Experiences for Career Education, Inc. undated; Cowan, 1990; Curran, 1989; Della-Piana, 1989; Elbow, 1986; Elliott, 1990; Flood, 1989; Frazier, 1991; Hancock, 1991; Hays, 1987; Hulsart, 1990; Kilmer, 1990; Kirkman, 1990; Koppert, 1991; Krest, 1990; Lewis, 1989; Lewis, 1990; Lewis, , August 2, 1990; Little, 1988; Marienberg, 1990; Mathews, 1990; Mumme, 1990; Murdick, 1991; Northwest Evaluation Association 1991; Paulson, 1991 (TC#330.6SPELAP); Olson, 1991; Oregon City High School Students 1990; Parr, 1990; Paulson, 1991 (TC#070.3PILCOP); Psychological Corp., 1989; Rief, 1990; Sack, 1991; Simmons, 1990; Sneed, 1990; Thomson, 1988; Villano, 1990; Wolf, 1988.

Related

Brewer, 1991; Buell, 1991; Buxton, 1982; Cooper, 1990; Donaldson, , 1991; Johns, 1990; Knight, 1990; Meyer, 1990; Monier, 1990; Scardamalia, 1983; Thompson, 1985; Wiggins, 1988; Wilson, 1985.

Purpose for the Portfolio Scheme Described

Alternate Credit

Community Experiences for Career Education, Inc. undated; Thomson, 1988.

Celebration

Olson, 1991.

College Entrance

Anson, 1988; Parr, 1990.

Purpose for the Portfolio Scheme Described--continued

Curriculum or Program Evaluation

Arter and Calkins, 1991; Auty, 1990; Lewis, August 2, 1990; Pettibone, 1991.

Grading

Burnham, 1986; Hancock, 1991; McLean, 1990; Mumme, 1990; Murdick, 1991; Sneed, 1990.

Graduation Requirement

Monier, 1990.

Instruction (classroom)

Burnham, 1986; Calkins, 1991; Camp, 1990; Cowan, 1990; Craig, 1990; Della-Piana, 1989; Eresh, 1990; Hays, 1987; Kilmer, 1990; Kirkman, 1990; Knight, 1990; Koppert, 1991; Krest, 1990; Lewis, 1989; Lewis, 1990; Marienberg, 1990; Mathews, 1990; McLean, 1990; Mumme, 1990; Northwest Evaluation Association 1991; Oregon City High School Students 1990; Paulson, 1991 (TC#150.6WHAMAA); Psychological Corp., 1989; Rief, 1990; Roettger, 1990; Thompson, 1985; Valencia, 1990; Vavrus, 1990; Villano, 1990; Wilson, 1985; Wolf, 1988; Wolf, 1989.

Job Application

Hulsart, 1990; Sack, 1991.

Large-Scale Assessment/Accountability

Brewer, 1990; Brewer, Fall 1990; Calkins, 1991; Meyer and Schuman 1990; Paulson, 1990 (TC#150.6HOWDOP); Paulson, 1991 (TC#330.6SPELAP); Simmons, 1990.

Minimum Competency Assessment

Curran, 1989; Elbow, 1986.

Needs Assessment

Paulson, 1991 (TC#070.3PILCOP).

Parent Conferences

Flood, 1989; Little, 1988.

Placement in Classes or Programs

Elliott, 1990.

Teacher Self-Reflection

Frazier, 1991.

Subject Area Covered

All

Donaldson, 1991; Little, 1988; Macintosh, 1989; Northwest Evaluation Association 1991; Olson, 1991; Paulson, 1990 (TC#150.6HOWDOP); Paulson, 1991 (TC#150.6INSANO); Paulson, 1991 (TC#150.6MAKOFA); Paulson and Paulson, 1991; Roettger, 1990; Scardamalia, 1983; Thomson, 1988; Vavrus, 1990; Wiggins, 1988; Wilson, 1985.

Art

Wolf, 1988.

Health

Arter and Calkins, 1991.

Interdisciplinary

Anson, 1988; Community Experiences for Career Education, Inc. undated; Hulsart, 1990; Kilmer, 1990; Monier, 1990; Parr, 1990; Paulson, 1991 (TC#070.3PILCOP); Sack, 1991; Villano, 1990.

Language Arts (integrated)

Calkins, 1991; Cowan, 1990; Jongsma, 1989; Kirkman, 1990; Koppert, 1991; Northwest Evaluation Association 1991; Paulson, 1991 (TC#330.6SPELAP); Psychological Corp., 1989; Sneed, 1990.

Math

Brewer, 1990; Cowan, 1990; EQUALS Project 1989; Mumme, 1990; Psychological Corp., 1989.

Reading

Cowan, 1990; Flood, 1989; Hays, 1987; Knight, 1990; Mathews, 1990; Valencia, 1989; Valencia, 1990.

Science

Collins, 1990.

Writing

Auty, 1990; Brewer, Fall 1990; Burnham, 1986; Camp, 1990; Craig, 1990; Curran, 1989; Della-Piana, 1989; Elbow, 1986; Elliott, 1990; Eresh, 1990; Flood, 1989; Frazier, 1991; Hancock, 1991; Krest, 1990; Lewis, 1989; Lewis, 1990; Lewis, August 2, 1990; Marienberg, 1990; McLean, 1990; Murdick, 1991; Northwest Evaluation Assn 1989; Oregon City High School Students 1990; Rief, 1990; Simmons, 1990; Thompson, 1985; Valencia, 1989; Wolf, 1989.

Subject Area Covered--continued

Other

Grade Level

Primary

Auty, 1990; Calkins, 1991; Cowan, 1990; Della-Piana, 1989; Koppert, 1991; Lewis, 1989; Lewis, 1990; Lewis, August 2, 1990; Mathews, 1990; Paulson, 1991 (TC#070.3PILCOP); Psychological Corp., 1989; Villano, 1990.

Elementary

Brewer, 1990; Brewer, Fall 1990; Cowan, 1990; Della-Piana, 1989; Flood, 1989; Frazier, 1991; Kilmer, 1990; Knight, 1990; Lewis, 1989; Lewis, 1990; Mumme, 1990; Psychological Corp., 1989; Rief, 1990; Simmons, 1990.

Secondary

Brewer, 1990; Brewer, Fall 1990; Community Experiences for Career Education, Inc. undated; Craig, 1990; Elliott, 1990; Hancock, 1991; Hays, 1987; Hulsart, 1990; Kilmer, 1990; Krest, 1990; Marienberg, 1990; McLean, 1990; Monier, 1990; Murdick, 1991; Oregon City High School Students 1990; Parr, 1990; Psychological Corp., 1989; Sack, 1991; Thompson, 1985; Thomson, 1988.

Post-secondary

Anson, 1988; Burnham, 1986; Curran, 1989; Elbow, 1986; Portfolios Useful Assessment Tool 1989; Sneed, 1990.

Special Education

Frazier, 1991; Paulson, 1991 (TC#070.3PILCOP); Paulson, 1991 (TC#330.6SPELAP).

All

Arter and Calkins, 1991; Camp, 1990; Donaldson, 1991; Eresh, 1990; Kirkman, 1990; Little, 1988; Macintosh, 1989; Olson, 1991; Paulson, 1990 (TC#150.6HOWDOP); Paulson, 1991 (TC#150.6INSANO); Paulson, 1991 (TC#150.6MAKOFA); Paulson, 1991 (TC#150.6WHAMAA); Paulson and Paulson, 1991; Roettger, 1990; Scardamalia, 1983; Valencia, 1989; Vavrus, 1990; Wiggins, 1988; Wilson, 1985; Wolf, 1988; Wolf, 1989.

Type of Portfolio

Individual

Anson, 1988; Brewer, 1990; Brewer, Fall 1990; Burnham, 1986; Calkins, 1991; Camp, 1990; Community Experiences for Career Education, Inc. undated; Cowan, 1990; Craig, 1990; Curran, 1989; Della-Piana, 1989; Elbow, 1986; Elliott, 1990; Eresh, 1990; Flood,

Type of Portfolio--continued

Individual--continued

1989; Hancock, 1991; Hays, 1987; Hulsart, 1990; Kilmer, 1990; Kirkman, 1990; Koppert, 1991; Krest, 1990; Lewis, 1989; Lewis, 1990; Little, 1988; Marienberg, 1990; Mathews, 1990; McLean, 1990; Monier, 1990; Mumme, 1990; Murdick, 1991; Northwest Evaluation Association 1991; Oregon City High School Students 1990; Parr, 1990; Paulson, 1991 (TC#330.6SPELAP); Paulson, 1991 (TC#150.6WHAMAA); Psychological Corp., 1989; Rief, 1990; Roettger, 1990; Sack, 1991; Simmons, 1990; Sneed, 1990; Thomson, 1988; Valencia, 1989; Valencia, 1990; Vavrus, 1990; Villano, 1990; Wolf, 1988; Wolf, 1989.

Composite

Arter and Calkins, 1991; Arter and Paulson, 1991; Auty, 1990; Frazier, 1991; Meyer and Schuman, 1990; Olson, 1991; Paulson, 1990 (TC#150.6HOWDOP); Paulson, 1991 (TC#070.3PILCOP).

Features of Portfolio System/Article

Includes Criteria: content

Brewer, 1990; Brewer, Fall 1990; Buxton, 1982; Calkins, 1991; Craig, 1990; Frazier, 1991; Kirkman, 1990; Knight, 1990; Koppert, 1991; Lewis, 1989; Monier, 1990; Northwest Evaluation Association 1991; Oregon City High School Students 1990; Paulson, 1991 (TC#070.3PILCOP); Psychological Corp., 1989; Villano, 1990; Wiggins, 1988.

Includes Criteria: whole portfolio

Brewer, 1990; Brewer, Fall 1990; Elliott, 1990; Mumme, 1990; Simmons, 1990.

Includes Criteria: metacognition

Calkins, 1991; Donaldson, 1991; Marienberg, 1990; Wolf, 1989.

Includes samples of student work

Auty, 1990; Craig, 1990; Elliott, 1990; Frazier, 1991; Knight, 1990; Lewis, 1989; Rief, 1990.

Discusses metacognition

Brewer, 1990; Brewer, Fall 1990; Calkins, 1991; Camp, 1990; Craig, 1990; Curran, 1989; Elbow, 1986; Elliott, 1990; Eresh, 1990; Flood, 1989; Frazier, 1991; Howard, 1990; Kilmer, 1990; Knight, 1990; Krest, 1990; Lewis, 1989; Little, 1988; Marienberg, 1990; Mathews, 1990; Northwest Evaluation Association 1991; Olson, 1991; Paulson, 1991 (TC#330.6SPELAP); Paulson, 1991 (TC#150.6WHAMAA); Rief, 1990; Scardamalia, 1983; Simmons, 1990; Thompson, 1985; Wilson, 1985; Wolf, 1988; Wolf, 1989.

Features of Portfolio System/Article--continued

Includes help with implementation

Burnham, 1986; Camp, 1990; Eresh, 1990; Howard, 1990; Lewis, 1990; Lewis, August 2, 1990; Paulson, 1991 (TC#330.6SPELAP); Psychological Corp., 1989; Rief, 1990.

Discusses student self-selection

Brewer, 1990; Brewer, Fall 1990; Buell, 1991; Calkins, 1991; Camp, 1990; Community Experiences for Career Education, Inc. undated; Craig, 1990; Curran, 1989; Elbow, 1986; Elliott, 1990; Eresh, 1990; Flood, 1989; Frazier, 1991; Hancock, 1991; Hays, 1987; Hulsart, 1990; Kilmer, 1990; Kirkman, 1990; Koppert, 1991; Krest, 1990; Little, 1988; Marienberg, 1990; McLean, 1990; Monier, 1990; Murdick, 1991; Northwest Evaluation Association 1991; Olson, 1991; Parr, 1990; Paulson, 1991 (TC#330.6SPELAP); Sack, 1991; Simmons, 1990; Thomson, 1988; Valencia, 1989; Vavrus, 1990; Villano, 1990; Wolf, 1988; Wolf, 1989.

Degree of structure: low

Arterm and Calkins, 1991; Camp, 1990; Eresh, 1990; Hulsart, 1990; Kilmer, 1990; Little, 1988; Olson, 1991; Parr, 1990; Sack, 1991; Simmons, 1990; Wolf, 1988; Wolf, 1989.

Degree of structure: medium

Brewer, 1990; Brewer, Fall 1990; Burnham, 1986; Calkins, 1991; Community Experiences for Career Education, Inc. undated; Craig, 1990; Curran, 1989; Elbow, 1986; Elliott, 1990; Flood, 1989; Frazier, 1991; Hays, 1987; Kirkman, 1990; Krest, 1990; Lewis, 1989; Marienberg, 1990; Monier, 1990; Northwest Evaluation Association 1991; Thomson, 1988; Valencia, 1989; Vavrus, 1990; Villano, 1990.

Degree of structure: high

Cowan, 1990; Koppert, 1991; Mathews, 1990; Psychological Corp., 1989; Sneed, 1990.

Professional Portfolios

Bird, 1988; Bird, 1989; Cowan, 1989; Shulman, 1989; Teacher Assessment Project 1988 (TC#130.4PORDEH); Teacher Assessment Project 1988 (TC#130.6SCHTEP); Teacher Assessment Project 1989 (TC#130.4ELELTA); Teacher Assessment Project, May 1988 (TC#130.6THIOUL); Teacher Assessment Project, May 1989 (TC#130.4BIOEXA).

Catalogs

Psychological Corporation, 1989.

Northwest Regional Educational Laboratory

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PART 2: PORTFOLIO RESOURCES UPDATE

November 31, 1991

This update summarizes articles reviewed since the revision, earlier this month, of the prior bibliography, now called *Portfolio Resources*. (*Portfolio Resources* reorganizes and updates all articles collected and summarized in versions of the bibliography produced between December 1989 and July 1991, and adds an index.) New articles will be summarized periodically and issued as updates to *Portfolio Resources*. In November 1992, the articles on these updates will be merged with *Portfolio Resources*.

Articles for this update were obtained from a number of sources including submissions from those pursuing portfolio projects, and articles obtained by those involved in consortium projects in Alaska (Bob Silverman, 907-465-2806) and the Northwest (Alan Olson, 503-624-1951).

Presence on this list does not necessarily imply endorsement; all articles are listed solely to provide ideas to those pursuing these topics. For more information please call Judy Arter or Ann Davis (503-275-9500).

Armstrong, Dale. *Student Assessment Portfolio System*, 1991. Available from: Edmonton Public Schools, Centre for Education, One Kingsway, Edmonton, Alberta, Canada T5H 4G9, 403-429-8300.

This paper briefly describes the Edmonton student portfolio assessment system, which is used to collect and organize the student work produced through the "growth measure," in which a theme is carried through six performance tasks designed to elicit behaviors relating to six district goals (communication, responsible citizenship, well-being, knowledge, inquiry skills, and aesthetic appreciation). A sample of these portfolios are analyzed at the district level.

This entry includes the detailed instructions for the 1991 Growth Measure. The theme for this assessment is "patterns." This theme is carried through six tasks that bring in art, music, math, reading, and writing. The student also reflects on the activities as a whole.

No performance criteria or samples of student work are included. However, the package does include a videotape of students engaging in these activities.

(TC#150.6EDMSTP)

Archibald, Doug, and Fred Newmann. *Beyond Standardized Testing*, 1988. Available from: National Association of Secondary School Principals, 1904 Association Drive, Reston, VA 22091.

In this monograph, the authors discuss the need for alternative assessments and provide examples of systems being tried in various places. Some interesting points are:

1. The authors define "authentic" academic achievement as reflecting "the kinds of mastery demonstrated by experts who create new knowledge." Such disciplined inquiry includes three features: substantive and procedural knowledge, in-depth understanding, and moving beyond knowledge created by others.

2. The authors provide examples of three types of alternative assessments that might be used to assess authentic academic achievement:

(a) Performance assessments would be used to measure discrete competencies, e.g., writing, speaking, ability to conduct experiments, etc. Examples are Alverno College's In-Basket Exercises, NAEP's science pilot, and Adam Co. (Colorado) School District's analytical writing assessment.

(b) Exhibitions would be used to measure competencies used in unison to produce a product. One type of exhibition is the senior project. Examples of senior projects are given from Jefferson County High School (Evergreen, Colorado), and Walden III High School (Racine, WI).

(c) Portfolios and profiles would be used to document a student's experiences and accomplishments. Examples from the previously cited senior projects are mentioned.

3. The authors present some ideas on aggregating information to assess organizational academic quality, and how to begin to implement an alternative assessment plan.

(TC#150.6BEYSTT)

Asp, Elliott. *Littleton Alternative Assessment Project*, 1991. Available from: Littleton Public Schools, 5776 S. Crocker Street, Littleton, CO 80120, 303-795-7007.

This package includes handouts used by the project at the *ASCD Consortium on Expanded Assessment* meeting, November 5-6, 1991 in San Diego. Features of the project included in the package are:

- The district adopted a policy statement that endorses site-based definition of outcomes and assessment design. All outcomes need to be based on seven board-adopted general goals for students.
- The district provides resources, examples, staff development and technical assistance to buildings upon request.
- The district recognizes the need for systemic change; one can't just change assessment. Assessment, instruction, curriculum, and school structure are all intertwined.

The package includes a brief description of the approaches several buildings have taken to this site-based effort. There is one extensive example of a grade five research report project, including scoring guides.

(TC#150.6LITALA)

Bishop, Wendy. *Revising the Technical Writing Class: Peer Critiques, Self-Evaluation, and Portfolio Grading.* Located in: <u>The Technical Writing Teacher, 16</u>, 1989, 13-25.

This paper proposes that technical writing classes include more than just the conventions of writing in a particular discipline. They should also attend to the rhetorical principles that underlie all writing. The author has tried several activities in her class to promote this idea: students analyze their own writing process; students interview writers in their field; students generate critique sheets and critique each other's work; and portfolios.

The paper includes criteria students have developed to critique technical writing, and lots of help with implementing these ideas, including incorporating them into grading.

(TC#470.6REVTEW)

Braunger, Jane. *Portfolios in the Language Arts Classroom: Some Observations*, 1991. Available from: Portland Public Schools, 531 S.E. 14th St., Portland, OR 97214, 503-249-2000.

This paper presents some of the questions that have arisen from a group of teachers attempting to implement portfolios in their classrooms in Portland Public Schools, and presents some possible directions for discussion of these questions. Questions include such things as: "What is a portfolio?", "What goes into a portfolio?", and "Who owns the protfolio?" Discussion surrounding these questions includes observations and comments by teachers involved in the project.

(TC#499,6PORLAC)

Camp, Roberta and Denise Levine. *Portfolios Evolving: Background and Variations in Sixth- Through Twelfth-Grade Classrooms.* Located in: Pat Belanoff and Marcia Dickson (Eds.), Portfolio Grading: Process and Product, 1990, Boynton Cook Publishers, Portsmouth, NH.

This paper was one of several given at the *ASCD Mini-Conference on Redesigning Assessment, Washington, DC, December, 1990.* The paper describes how Arts PROPEL came up with the portfolio model they use, and some of the lessons learned in the process. The authors make the following points:

1. The rationale for using portfolios in instruction is that the process aligns with several current trends in education relating to teacher professionalism and students as active learners who take responsibility for their own learning.

2. Through experimentation, they have found four features of portfolios that help to accomplish professionalism and student responsibility for learning--collecting multiple samples of student work, having a variety of purposes for the work chosen, including evidence of the process students went through in producing the work, and self-reflection.

3. To begin portfolios in the classroom one first teaches students to self-reflect using modeling, oral reflection, and short written comments; then students select one piece using questions to guide reflection; finally, students consider multiple dimensions to select work.

(TC#470.6POREVB)

Carr, Barbara. *Portfolios: A Mini-Guide.* Located in: School Arts, 86, 1987, 55-56.

This short paper provides help on how to begin portfolios with students (in art). Her suggestions include: work as a team, let students put in anything they want, revise the content on a regular basis, organize work into categories, select the best work from each category and use it as a standard, show off both strengths and versatility, package it well.

(TC#810.6PORFOL)

Costella, Lorraine. ***Essential Curriculum: Learning and Assessment in Frederick County Public Schools; An Overview of Assessment that Promotes Learning*****, 1991. Available from: Essential Curriculum Committee, Frederick County Public School System, 115 E. Church St., Frederick, MD 21701, 301-694-1052.**

"Concurrent with a statewide change from norm-referenced achievement testing to performance-based assessments,...the Frederick County Public School System is implementing a criterion-referenced evaluation system in all grades and subjects... Classroom teachers have been primary agents in determining the essential curriculum and designing authentic assessments..."

This entry is a handbook designed by the district to articulate this assessment philosophy and provide guidance on development of alternative assessments. The document includes an extensive reading assessment exercise with a scoring guide, and a student response for one phase of the assessment--critical analysis of the selection.

(TC#150.6FRECOA)

Frazier, Darlene and F. Leon Paulson. ***Portfolio Assessment: Students Finding a Voice*****, 1991. Available from: Multnomah ESD, 11611 N.E. Ainsworth Circle, Portland, OR 97220, 503-255-1841.**

This is one special education teacher's story of developing a composite writing portfolio for 4th grade learning disabled students. As part of a class she was taking on portfolios, she asked her students to help her put together a portfolio by selecting their own work that would show what they are learning. Thus, the portfolio was to contain more than one students' work, and was to help the teacher self-reflect on herself as a teacher.

By midyear the students wanted their own portfolios. The teacher emphasizes the need for self selection and self evaluation to build ownership.

(TC#470.3PORASF)

Herter, Roberta. ***Writing Portfolios: Alternatives to Testing.*** **Located in: English Journal, January 1991, 90-91.**

This short article relates one teacher's observations of the positive effect that using portfolios has had on her grade 11 students. These positive effects have included: students taking responsibility for learning, increasing insight, becoming a community of writers, collaborating and cooperating, seeing themselves as writers, and developing and using criteria to critique writing. The article emphasizes the central importance of self-reflection.

(TC#470.6WRTPOA)

Hunt, David. ***Preparing a Portfolio.*** **Located in: The Instrumentalist, 41, 1986, 30-38.**

This article contains recommendations for a professional portfolio for music teachers. Suggestions for things to include are: vita, educational philosophy, recommendations, contest results, concert programs, letters from students, taped work samples, compositions, field shows, awards, publications, curriculum, and newspaper clippings. The article also has suggestions for packaging and presenting the portfolio.

(TC#810.4PREAPO)

International Reading Association. *Portfolios Illuminate the Path for Dynamic, Interactive Readers.* Located in: Journal of Reading, May 1990, 644-647.

This paper discusses the importance of classroom assessment in reading and how portfolios are one tool for this purpose. The authors present a general overview of what could be accomplished with students by doing portfolios, the importance of student self-reflection, and how portfolios might be used in the classroom.

(TC#440.6PORILP)

LeMahieu, Paul. *Writing Portfolio; Current Working Model*, 1991. Available from: PROPEL, Pittsburgh Public Schools, Division of Writing & Speaking, 341 S. Bellefield Ave., Pittsburgh, PA 15213, FAX: 412-622-8578.

The Arts PROPEL project at Pittsburgh Public Schools has renamed its project simply "PROPEL." This package contains handouts from a presentation by Paul LeMahieu and Dennie Wolf at the *ASCD Consortium on Expanded Assessment* meeting, November 5-6, 1991 in San Diego. The package includes statements of philosophy, directions for students and others on how to do the portfolio, and forms that become portions of the portfolio. Some examples include:

- Forms for students to fill out that become the table of contents for the portfolio and the rationale for why each piece was chosen.
- A list of clues for knowing when students are ready to do portfolios
- Questions to prompt self-reflection on writing.
- Instructions to students on how to review and update their portfolios.
- A form for parents to use to review their child's portfolio, and another for students to use to respond to their parents' review.
- Student directions and forms for the "free pick"--the pieces in the portfolio that students have free choice to include.
- A framework for evaluating the portfolio as a whole

(TC#470.3WRIPOC)

Meyer, Carol. *Assessment Court*, 1991. Available from: Beaverton Schools, P.O. Box 200, Beaverton, OR 97075, 503-649-0480.

This is the script for a skit given at the NWEA alternative assessment conference, October 1991. Three sketches, simulating court cases, illustrate the importance of student ownership of the portfolio, issues surrounding the standardization of portfolios, and problems associated with adopting a prepackaged portfolio system.

(TC#150.6ASSCOU)

Nuchow, Lauren. *Portfolio: The Newsletter of Arts PROPEL*, 1990. Available from: The Arts PROPEL Project, Division of Cognitive and Instructional Science, Educational Testing Service, 18-R, Princeton, NJ 08541.

This entry contains the first six issues (February 1987-November 1990) of the Arts PROPEL newsletter. Articles include: descriptions of the Arts PROPEL project; the importance of student self-reflection; how portfolios are implemented and used by various teachers; etc. There are lots of samples of student work.

(TC#150.6PORNEA1)

Price, Karen. Developing a *"Portfolio Culture" in the Artroom Under Various Classroom Conditions*, undated. Available from: Project Zero, Harvard Graduate School of Education, 323 Longfellow Hall, 13 Appian Way, Cambridge, MA 02138.

This paper was written by a classroom teacher participating in the Arts PROPEL project. It focuses on help with implementation of portfolios in individual classrooms, and contains:

- A definition of "portfolio culture"--"A portfolio culture creates an atmosphere in the classroom in which students view themselves as novice artists working on long-term projects similar to those that all artists grapple with."
- What goes into a portfolio--all drafts, written reflections, all finished work, and journals/sketchbooks.
- How to use portfolios in the classroom--daily, ongoing self-reflection and more formal periodic and long term self-reflection.
- Suggestions for some exercises to prompt students to self-reflect.
- Suggestions for large class sizes.

(TC#810.6DEVAPO)

Simmons, Jay. *Portfolios as Large-scale Assessment.* Located in: Language Arts, 67, 1990, 262-67.

This paper reports on the results of a study in which information from portfolios was aggregated across 27 randomly-selected fifth graders. The portfolios consisted of one timed writing sample and three other pieces. Each paper was annotated with the period of time over which it was written. Other information collected included paper length and modes of discourse. Papers were scored holistically. Timed and untimed samples were compared in a number of ways. Three interesting findings included:

- Low achieving students are penalized by a timed writing sample.
- Fifth graders can write description and exposition when required, but prefer to write narratives or poetry, in which they can write better.
- Average writers worked less long on papers than either low scoring or high scoring writers.

(TC#470.3PORASL)

Stalker, Veronica. *Urbandale Alternative Assessment Project*, 1991. Available from: Urbandale Community Schools, 7101 Airline Avenue, Urbandale, IA 50322, 515-253-2300.

Urbandale High School is "working to implement authentic forms of assessment throughout all of the disciplines." In all subject areas, teachers are asked to develop at least one "authentic" unit in which students are given an engaging task and which are assessed using a predefined rubric.

This package contains Urbandale's policy statement setting up this effort, and includes five samples of these units: projects on the environment, earthquakes, writing in math, and American history.

In a personal communication, the teacher developing the American history units makes the following points:

- She has seen students empowered by clear performance targets presented ahead of time.
- Assessment is daily and on-going.
- Having an "authentic final" did not work if the rest of the class is lecture based. Students need practice with open-ended units and performance criteria.
- The biggest challenge is not coming up with the tasks for the "authentic units" but coming up with good performance criteria, and clearly communicating these to students.
- In the past, she has developed a different set of performance criteria for each task report. However, now she sees that there are common threads through them, and she feels she can come up with a "master rubric" that can apply across many reports. To this master rubric, criteria specific to a given task or report can be added. The master rubric will include such things as accuracy of historical facts and how interesting the report is to read.

(TC#000.3URBALA)

Sugarman, Jay. *Teacher Portfolios Inform Assessment.* Located in: The American Educator, May 1989, 5-6. Also located in: Harvard Education Letter, 5, 1989, 5-6.

This article briefly describes a research project designed to examine the extent to which a teacher portfolio can contribute to a richer, more contextual assessment of teaching. There is a brief description of the project and quotes from participating teachers.

(TC#130.4TEAPOI)

Tierney, Robert J., Mark A. Carter, and Laura E. Desai. *Portfolio Assessment in the Reading-Writing Classroom*, 1991. Available from: Christopher Gordon, Publishers, Inc., Norwood, MA.

This book was designed for classroom teachers, and the information is presented in a very user-friendly style and format. The authors discuss issues surrounding assessment and portfolios,

provide many examples of portfolios systems, explore the ways that portfolios can be used instructionally, and show examples of criteria for assessing portfolio entries, portfolios as a whole, and metacognitive letters.

(TC#400.6PORASC)

Unanue, Ginny. *Portfolio Assessment--An Old Technique*, 1991. Available from: Magnolia School, Carlsbad School District, 801 Pine Ave., Carlsbad, CA 92008.

This document describes one teacher's experience with portfolios. She provides ideas and suggestions in the following areas:

- The necessity to annotate every entry in the portfolio, and how to do it.
- How to keep parents aware of student work while still keeping work in the portfolios.
- The types of things that could be put in a portfolio.
- Writing abilities to be expected at various grade levels (1-6).
- Criteria for assessing handwriting, response to literature, and narrative writing (tall tale).

(TC#400.6CARPOA)

Vermont Department of Education. *"This Is My Best": The Report of Vermont's Writing Assessment Program*, 1991. Available from: Vermont Department of Education, 120 State Street, Montpelier, VT 05620, 802-828-3135.

This report describes the results of the pilot year of the Vermont Writing Portfolio used for large-scale statewide assessment in grades 4 and 8. (The portfolio itself is also described in 470.3VERWRI2.) The report includes information about:

- The criteria used to assess the entries in the portfolio (a five-trait analytical model).
- An outline of the content of the portfolios.
- The results of the assessment and the relationship of writing to a survey also given to students.
- A reflection on the pilot assessment.
- Sample student papers that illustrate student performance.

(TC#470.3REPOFV)

Vermont Department of Education. *Looking Beyond "The Answer": The Report of Vermont's Mathematics Portfolio Assessment Program*, 1991. Available from: Vermont Department of Education, 120 State Street, Montpelier, VT 05620, 802-828-3135.

This is the report of the pilot year of Vermont's grade 4 and 8 mathematics portfolio system used for large-scale assessment. The report contains information on the rationale for the portfolio approach, a description of what students were to include, a description of the criteria used to

evaluate the portfolios (with sample student performances to illustrate the scoring scale), the scoring and training process, results, and what was learned about large-scale assessment using portfolios.

The parts of the assessment included assessing students' "best piece" and assessing the portfolio as a whole. In the next assessment, a multiple-choice test will be added to measure concepts and procedures.

The criteria actually used to evaluate the portfolios were modified from those described in the preliminary working documents (see 500.3VERMAP). For "best piece," criteria addressed problem solving and communication. For the portfolio as a whole, criteria covered instructional opportunities, math concepts, and dispositions.

Two interesting results were:

- They did not formally score portfolios for dispositions this year; they just gathered statements from student work that might help in developing a scale for future assessments. (Several of these statements are included in the report.)

- Only 58% of the portfolios in grade 8 and 83% in grade 4 were scorable; that is, a large proportion of the entries (at least in grade 8) did not have enough "text" to score (they contained such things as drill sheets and multiple-choice problems). They hypothesize that this was due to the generality of the guidelines for specifying what was to be included in the portfolio.

(TC#500.3REPOFV)

Villano, Jim. *Fairbanks Metacognitive Cover Letter Exercise*, 1991. Available from: Fairbanks North Star Borough School District, P.O. Box 71250, Fairbanks, AK 99707, 907-452-2000.

This document describes an exercise designed to get seventh grade students to analyze metacognitive letters in preparation for writing their own. Students are given nine metacognitive letters and are asked to guess the grade level of the students writing each, and why they came to the conclusions they did. Then students list all the different types of statements that students made in these letters, and, finally, pick the best letters and discuss what made them good. Copies of the letters and a description of the exercise are included.

(TC#470.6FAIMEL)

Winbury, John and Christine Evans. *Poway Portfolio Project*, 1991. Available from: Poway School District, 10621 Birch Bluff, San Diego, CA 92131.

This paper describes the first three years of a portfolio project at the elementary school level in Poway, CA. It includes the performance criteria for reading, writing, listening and speaking in grades K-5. There are also criteria for evaluating the collection of work in the portfolio as a whole. One conclusion that project teachers have reached is that there is a need for shared standards across classrooms.

(TC#470.3POWPOP)